

# BUSINESS EDUCATION WORLD

DECEMBER 1960

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AND ALL THAT JAZZ  
Page 22



YOU CAN HAVE A CHRISTMAS  
PROGRAM Page 9



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DECEMBER, 1960  
VOLUME 41, NUMBER 4  
A MCGRAW-HILL PUBLICATION

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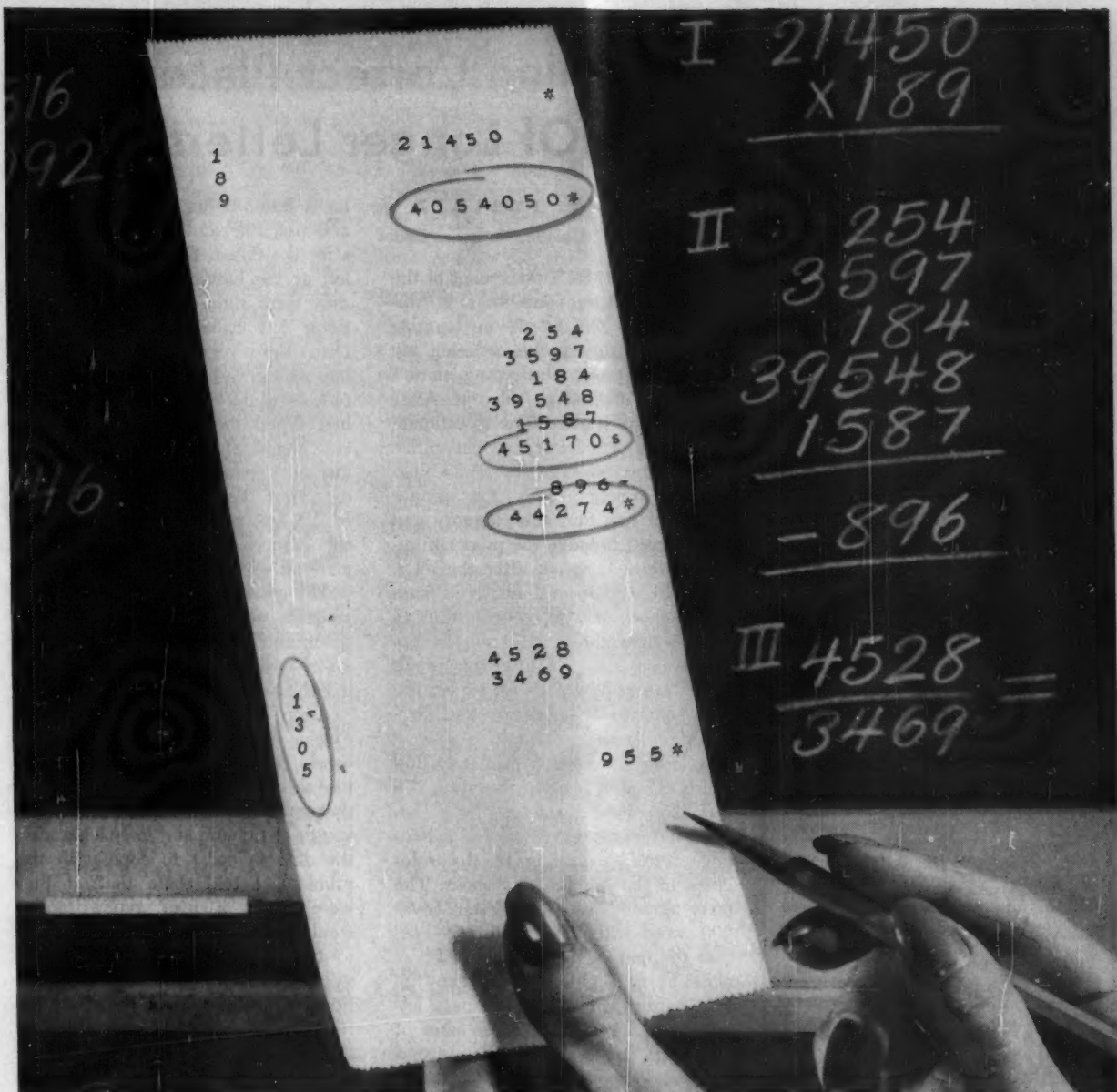
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# Teaching Correct Placement Of Longer Letters

ESTHER S. POLLATZ

Sawyer School of Business, Pasadena, Calif.

THE CORRECT placement of the longer letter—one that is approximately 300 words in length—was the greatest problem facing my students in production typing, until I devised a method to solve it. After students had learned how to estimate the length of a letter and categorize it (as short, average, or long), had become familiar with the proper length of line for each category and had learned to judge the proper number of lines to space after the date, they had little or no difficulty in placing a short or average-length letter correctly on their first try. (In the production tests we give, no rough drafts are to be typed; we expect the first copy to be mailable and perfectly balanced.)

A letter that is approximately 300 words in length (roughly between 275 and 325 words) is too long for a one-page letter and too short for a two-page letter, according to the rules given in the standard textbooks. The texts agree that a long letter (over 200 words) requires a 6-inch line, that the bottom margin should be as wide as or slightly wider than the side margins, and that a two-page letter should have at least two lines of paragraph material on the second page. The theory is that all letters under 300 words will fit on one page and all letters over 300 words require two pages. This may sound simple and easy to follow, but in practice there is no such line of demarcation—not if the same length of line is to be maintained and the same number of lines to be spaced after the date. Surely, if a letter of 297 words fits beautifully on one page, a letter of 303 words will not meet the conditions for a letter of two pages—for the two-page letter must have at least two lines of paragraph material plus the complimentary close, as well as the parts that follow the complimentary close.

Time and again, students would come to me on the verge of tears, bewailing the fact that, although they had followed the text's instructions

for a letter under 300 words (using a 6-inch line and spacing four lines after the date), there was no margin left at the bottom of the page. And they were right—the letter was anything but balanced and attractive. Often the reverse of this story would happen—an indignant student wanted to know why the 315-word letter she had typed did not fit perfectly on two pages. She had used the 6-inch line and spaced four lines after the date, but the margin at the bottom of the first page was too wide when she carried two lines of paragraph material over to the second page.

The plan I have devised for my students works out beautifully for them, and I believe that other teachers of business letter writing may find it helpful.

After explaining to the students that a letter of approximately 300 words is too long for one page but too short for two pages, I advised that some adjustments be made in the length of the line and in spacing after the date in order to cope with this problem. I told them that, if they were using a pica typewriter, it would be better to spread this letter to two pages, by taking these two steps: (1) space more than the traditional four lines after the date—use from six to eight lines, depending on the length of the letter, whether it begins with unusual parts (e. g., an attention line, a subject line, a reply reference notation) and whether the number of paragraphs is small or large. (2) Adjust the margins slightly—instead of the traditional 6-inch line, move the margin stops in two spaces on each side, changing them from 13 and 73 to 15 and 71. I went on to advise them that, if the letter were to be typed on the elite machine, it would be better to confine it to one page, by spacing only three lines after the date instead of four, and expanding the 6-inch line a bit, changing the stops from 15 and 87 to 13 and 89.

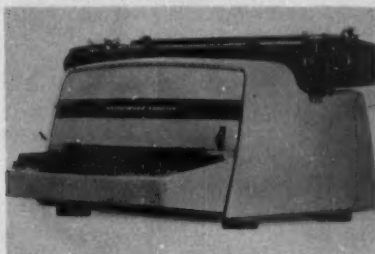
Now my students are happy, I am happy, and I hope that many other teachers will achieve some measure of happiness by following this procedure.

## New Business Equipment

### Underwood Typewriters

Underwood Corporation has announced a new line of manual and electric typewriters.

The electric models are the Raphael, a proportional spacing, carbon ribbon typewriter; the Forum, a stand-



ard spacing, fabric and carbon ribbon machine; and the Scriptor, a general purpose, fabric ribbon electric typewriter.

The Touch-Master Five is the manual typewriter in the new line. All machines show the design influence of Olivetti Corp., with which Underwood recently merged. For complete information, write to Underwood Corporation, 1 Park Avenue, New York 16, N.Y.

### Overhead Projection

The Thermo-Fax visual communications system consists of a new overhead projector and special paper that



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The projector uses a 1,000-watt lamp and projects a 10 by 10 foot image from a distance of 15 feet. It is operated by a single switch. The

weight of the machine is 40 pounds. The projector sells for \$395. For further information, write to Minnesota Mining and Manufacturing Co., 900 Bush Avenue, St. Paul 6, Minn.

### Dictating Machine

International Business Machines Corp. has entered the dictating machine field with its Executary dictation equipment. The line consists of a dictating machine, a transcribing machine, and a combination dictating-transcribing machine.

The recording medium is a 14-minute, reusable magnetic belt. Features of the models include automatic back-spacing, rapid rewind, visible



indexing, speed, tone, and volume controls, and instant scanning.

Complete information may be obtained from International Business Machines Corp., Electric Typewriter Division, 545 Madison Avenue, New York 22, N.Y.

### Compact Electric Typewriter

Smith-Corona Marchant has introduced a new compact electric typewriter. The model 200 has all the features of a full-size electric, including



automatic carriage return, repeat spacebar and hyphen and underline key and automatic tab clear.

The compact is a companion to the new model 400 full-size electric typewriter. Both models have completely new design. (Continued on next page)

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is human

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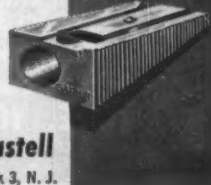
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5. The average number of copies of each issue of this publication sold or distributed, through the mails or otherwise, to paid subscribers during the 12 months preceding the date shown above was: 16,921.

McGraw-Hill Book Company, Inc.  
By John J. Cooke, Secretary

Sworn to and subscribed before me this 15th day of September, 1960. (Seal.) Janet A. Hartwick. (My commission expires March 30, 1961.)

## NEW EQUIPMENT (continued)

School price of the model 200 is \$180 (list \$225). For information, write to Smith-Corona Marchant Inc., 701 East Washington Street, Syracuse 1, N.Y.

## New Products at a Glance

• Strip-O-Matic is a new accessory for automatic, remote filmstrip frame advance. It is designed to fit any Viewlex filmstrip projector and sells for \$39.95. Viewlex Inc. is at 35-01 Queens Boulevard, Long Island City, N.Y.

• A 5 1/2 by 8 1/2 inch gelatin-type hectograph duplicator, called the Multi-Gram, is available from Crestline Corp., Box 274, Streator, Ill. Complete kit includes duplicator, carbons, master paper, and special "Grams." Price is about \$4.95.

• Remote-Tape is a system that allows dictation to a Geloso Stenotape dictating machine from a distance of up to half a mile. It uses a small, hand-held, transmitter-microphone that will also start and stop the machine. Details are available from American Geloso Electronics, Inc., 251 Park Avenue South, New York 10, N.Y.

## LETTERS

To the Editor:

Congratulations on the series of shorthand articles by Dr. Grubbs. They are excellent and have proved very helpful to my beginning shorthand teachers, who are applying Dr. Grubbs' schedule of lessons this semester.

We are looking forward to reading the remaining articles.

PATRICIA FURLONG  
Tennyson High School  
Hayward, Calif.

## CORRECTION

Mrs. Hazel Faulkner, co-author of "We Set Up a Dictation Lab for \$200" (BEW, Nov. '60, p. 18) is a member of the faculty of Arlington Heights (Ill.) High School, not Arlington High School, as listed.



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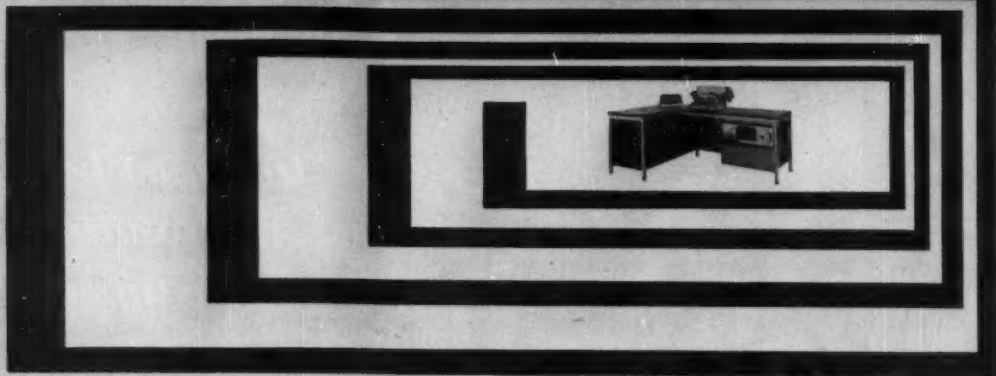


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**Y**OU CAN initiate a Christmas training program for your students. The right kind of program will enable students to help themselves to qualify for holiday jobs, which they can secure through newspaper ads and personal contacts. It is my purpose to explain here the techniques I have used to work out a Christmas training program that has developed into an annual project beneficial to our businessmen, community, and school. Here are the steps involved:

- The co-ordinator of the program contacts 30 or 40 employers in his local area to find out what jobs will be available during the Christmas holidays. Employers will inform the co-ordinator of the need for extra sales clerks, office workers, wrappers, box boys, carry-out boys, delivery people, receptionists, cashiers, bus boys, and floorwalkers.

- The co-ordinator informs the student body through the school bulletin that a two-week Christmas training program will be carried on after school for all interested students who are at least sixteen years old. This measure is taken to assure the co-ordinator that student participants will really be serious about a program that will enable them to earn money for Christmas spending.

- On the first day of training, a great number of students will turn out for the program; however, the co-ordinator will reduce the size of the group by giving the students 100 math problems and requiring them to answer 85 of them correctly. This math test should consist of the kind of simple addition, subtraction, multiplication, and division problems that they are likely to encounter in Christmas jobs.

- I select ten students from my regular classes to help in training the students who pass the math test and are ready for the program. It is best to work with the ten student leaders for five days before the formal training program begins, in order to inform them of the type of training they will be expected to give to the other students. This training is centered around the five basic steps of the sales process: attention, interest,

*(Continued at bottom of page 32)*



## You Can Have a **CHRISTMAS TRAINING PROGRAM**

**Here's how to organize a program  
that will enable your students  
to qualify for holiday jobs**

**RICHARD G. SHAFFER,** Pacific High School, San Leandro, Calif.



# KEEP CALM AND COMPOSE

*Composing provides junior high typists with the diversion they need  
and enables the teacher to learn about them as individuals*

**CAROLINE BECKNER**, Casey Junior High School, Boulder, Colo.



**L**UCKILY, teachers of typing in junior high school have no motivation problem—at first. Students enroll because typing sounds like fun, or it seems to be a good idea, or they think it's an easy course. If you make it continuously interesting throughout the year, your students will pass the word along to others.

For the first three months, attention doesn't lag; every day is a new experience. But beware of the time when, here and there, a student stops typing, then makes a face when you remind him that there's work to be done. Work isn't the answer; the students have become as mechanical as their skill.

Does the boy in the third row seem uncommunicative and dull? Perhaps all he needs is stimulation from you. How can you awaken his interest? By giving him and his classmates special assignments to look forward to.

Fridays are an excellent time to relax and find out what your students are thinking. Youngsters will work hard all week on a learning project if they can expect diversion as a reward on the fifth day. You can vary these suggestions:

- Drill them on numbers while they are listening to typewriting rhythm records. Most students hate numbers because they never learn them well. With rhythm records, they learn in spite of themselves.

- Accentuate their accuracy by giving them three points for a 70-stroke sentence done ten times in succession without error.

- Allow points for each 1-, 2-, 3-, or 5-minute timed writing done *without error*, on this basis: One minute—1 point; Two minutes—3 points; Three minutes—6 points; Five minutes—10 points. (A total of 20 points accumulated during the period entitles a student to an A for that day's work.)

- Let students choose articles (or choose articles for them) from a stack of magazines like *Reader's Digest* or *Coronet* that you keep handy. Then have them type the articles in manuscript form. To keep their interest high, don't let them preread the articles. "Life in These United States" anecdotes can be used to fill short intervals. Manuscript typing has a concomitant payoff—students become interested in reading, and before the end of the year they'll request opportunities to repeat this

exercise often. It will broaden their conversational background, too. Check this kind of work only to see whether the students know and follow manuscript form—an accomplishment that they'll find important in typing reports for other courses.

- Since many junior high students will take typing for personal use, they need to be exposed to composing at the typewriter fairly often. Most manuals offer a few good suggestions that you can elaborate on; but if you want to know more about the individual characteristics of each student, and if you want to prod him into expressing his own ideas on social attitudes and otherwise stimulate his creative abilities, give him additional opportunities to compose.

Nine out of ten won't know what to write about. You can solve this problem easily by jotting down a number of sentence beginnings and asking them to complete the sentences. After you've tried this a few times, give them an assignment something like this:

Compose a story at the typewriter using the following sentence beginnings. You may add more sentences if you wish, but be sure to include these:

Jenny ran . . . The explosion . . . It was the . . . No one was . . . Her car . . . The creepy feeling . . . "Honestly, I don't . . . She discovered . . . Jim couldn't . . . Who would have . . . The house was . . . Nothing was . . . "If you would . . . The last time . . .

On this assignment, most of the girls composed stories involving boy friends named Jim. The boys' stories, however, were very individual. One boy named Gary wrote:

#### JENNY'S A REAL PAL

Jenny ran like a deer all the way up the mountain side. (Jenny is a donkey.) It was the rattler that scared her. Her cargo was a box of dynamite and the winter's food. Honestly, I don't know what got into her. She had never done that before. My partner Jim couldn't control her. She about took his arm off so he let her go.

The house was about two hundred yards away, and Jim knew that's where she would go. If she would hit it with the dynamite it would ruin everything. The explosion was as loud as a 20-gun salute.

Jim went to the cabin and no one was inside and everything was OK. Then he got a creepy feeling because there wasn't a sign of an explosion. He discovered that Jenny had bucked the dynamite and it fell in a hole and exploded. Who would have thought of digging in that hole for gold? We had found a BONANZA.

From that day on nothing could go

wrong for Jim, Jenny, and me. That was the last time in our lives we would have to go hungry. We call the mine *Jenny's Blast*.

Bob, who seemed to have less interest in the class than any of the other students, began working harder from the moment he started writing this story based on the same sentence beginnings:

#### MRS. GUFFEY'S CAVERN

Jenny ran to the store to get in on the sale bargains but when she got there she found it was the wrong store altogether. She left and got in her car but found it wouldn't start at all. She said, "Honestly, I don't know what it is that makes this car act like this. Even Jim couldn't start it and he is a trained mechanic."

The house was so far away that she didn't want to walk so she called a cab. Then she went up to the cab driver and said, "1212 Walnut Street, if you would."

It was a enjoyable ride home because the cab driver was so nice and cautious about his driving. Most of them aren't good drivers.

When they were just a block away from home she heard the explosion. It was the biggest and loudest noise she had ever heard in her life time. When she got to the big red brick house where she lived there was nothing left of it but the kitchen sink and the bathtub. Grandma was in the tub. No one was hurt in the explosion because every body was away from home, except grandma.

When Jenny started walking through the mess it gave her a creepy feeling. Her next door neighbor Mrs. Guffey, was helping her search for valuables that she had lock up in a steel box in her bedroom dresser when all of a sudden Mrs. Guffey discovered a deep crack in the ground and fell in it feet first. When Jenny reached for her she yelled, "I can't reach your hand." Who would have known the crack went 299½ feet in the ground?

Nothing was done to get her out until early the next morning. Jenny then went to the hardware store to get a rope that was 299½ feet long but all the store had was 300 feet ones so she was forced into paying 2¢ more than she should have paid.

When Jenny got home she tried for the last time to get Mrs. Guffey out of the crack in the ground without any success at all. Then she covered up the crack and went and apologized to her next door neighbor's husband, Mr. Guffey.

Help students find their errors and correct them, then have them re-type the story from their rough drafts. Some of the class will get carried away and will want to write more and more—but, after all, aren't we trying to increase their power to express themselves?



## We Must Increase Proficiency on Calculating Machines

Office automation poses a challenge that business education cannot ignore

**CHESTER JOHNSTON**

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**E**LECTRONIC devices in the field of office machines are revolutionizing the performance of office work. One such machine is capable of multiplying two 13-digit figures in 31 millionths of a second—making possible hundreds of millions of such operations without a single error in a working day. Another machine, a tape-type magnetic filing system, is capable of reading and writing 30,000 characters per second. The frequency of advancements made in mechanical computations is staggering.

Automation in the modern business office has intensified the need for efficient calculating machine operators.

Instruction on adding and calculating machines is the fastest growing, fastest changing, and, I feel, the most fascinating course offered in the field of business education today. It can be truly dynamic for students and rewarding to any interested teacher.

It is no longer possible to evaluate a student's skill in operating a calculating machine merely on the basis of his ability to arrive at a correct answer to a mathematical problem. The introduction of electronic assistants in the modern office has brought about an expanded definition of proficiency on calculating machines. Now included among the minimum

requirements for proficiency are: (a) the mastery by each student, to the maximum degree possible, of the operative techniques of the four basic mathematical processes; (b) the development of a "marketable" speed of machine operation for each mathematical process; (c) accuracy in all computations; and (d) an intelligent understanding of the role played by calculating machines in the total scope of office routines, operations, and responsibilities.

More and more high schools are adding calculating machines training to the curriculum as part of office machines or secretarial practice courses. Training should be offered at the high school level in the basic techniques of operation of the rotary calculator and the ten-key and full-keyboard adding-listing machines, in conjunction with training on such office machines as duplicators, special typewriters, and bookkeeping machines.

In the colleges and universities, there is a definite trend toward offering separate courses entitled Calculating Machines. This area is a major line of study in some colleges and universities, where training often covers such machines as the rotary calculator, full- and ten-key adding-listing machines, key-driven calculators, bookkeeping-adding machines, accounting machines, card and tape data-processing machines, and even electronic computers. Our own Vocational Technical Institute at Southern Illinois University offers such a training program—a three-term course of study with major emphasis on operational training on adding machines, rotary calculators, and accounting machines, with related courses in English, mathematics, filing, government, speech, typewriting, and clerical procedures.

Several factors will influence the calculating machines course of study. Paramount among them will be the number of machines available; and this will be governed to a great extent by the school budget. Assuming that adequate budget allotments are available, there should be at least one machine in the classroom representing each of the major types—rotary calculator, ten-key adding-listing machine, ten-key printing calculator, full-keyboard adding-listing machine, key-driven calculator, and accounting machine. Manufacturers' brands are a matter of personal choice, but all the

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machines should be electric. Teachers should certainly take advantage of trial offers made by most machines manufacturers. If you have machines delivered to your school on a trial basis, you will find that company representatives will prove very helpful with demonstrations, operating techniques, and valuable tips concerning your selection of machines. Most companies offer excellent educational materials in the form of instruction manuals, practice sets, drills, and wall charts with the purchase of each machine.

The quantity of each type of machine to buy should be partially determined by the popularity of a particular type of machine in your own area. A simple questionnaire mailed to local businesses can be of assistance in this respect. Make the questionnaire easy to answer. A form that merely requires checking by the recipient is best; and by all means include a stamped, self-addressed return envelope. Below is a sample of one type of questionnaire.

Mathematical computations have been and always will be an essential part of business. The student who attains competence in handling figure work accurately and quickly is best qualified to take advantage of the numerous opportunities available. Even the most mediocre office job now demands that the employee be familiar with the more common add-

ing and calculating machines. If the high school student plans to further his education in such fields as business, economics, or mathematics, he should be offered this basic machine training while he is attending high school. Heavily loaded curriculums frequently prevent offering such a course under a separate title. In such a case, this training should become part of the normal instruction of other courses such as secretarial practice, general business, bookkeeping, or mathematics. The possibility of solving an assigned problem in one of these courses with the assistance of an adding or calculating machine would prove to be a forceful motivating device. Payrolls, discounts, fractions, decimals, interest, percentages—all become more real and less painful to learn—and easier to teach—when adding and calculating machines are available.

Instruction will proceed smoothly if the teacher develops a good rotation plan. Rotation block scheduling, for instance, is a plan whereby the students are assigned to certain machines and each block (same machine) group is rotated to a new machine at a pre-assigned time. Whatever rotation schedule is used, it should be posted on the bulletin board where students can refer to it immediately. This instructional approach actually stimulates attendance if the teacher insists that revisions of

the schedule will not be made—a day of absence will result in the loss of instruction on that particular machine for that length of time. Sufficient allowance must be made for holidays, class trips, and other activities that infringe on available teaching time.

At least one spare machine for each ten stations should be reserved for use in case of breakdowns; so a classroom with 20 training stations should actually be equipped with 22 machines. In the usual kind of set-up, a bookkeeping-adding machine and a ten-key printing calculator would fill these "spare" positions very well. Such machines could also be used by better students for bonus assignments. The keyboard fingering techniques would be the same on the full-key adding machine as on the bookkeeping-adding machine, with the exception of the "live" keyboard feature.

There are several workbooks available for use in teaching calculating and adding machines. Some include instructional materials and problems for the four basic machines within the same book; others are available for each machine separately. There is a machine office practice set available for a more advanced course including assignments with checks, sales slips, invoices, and time cards. Instructional materials for the advanced course in accounting machines are available from machine company representatives. One company offers an excellent selection of materials for the development of speed on adding machines. Another has a fine film-strip on the introduction to machine accounting. Regardless of what workbooks are used, supplementary problems and materials should be made up by the teacher to meet the particular demands of the course.

A suggested speed and accuracy development teaching procedure for a course in adding and calculating machines would follow a three-step plan: (a) preview, (b) drill, and (c) measurement. Every class activity must have a purpose, and that purpose should be understood by the student.

• The "preview" segment of the class period should involve about one-fourth of the time available. It would consist of activities directed toward the teaching of theory, operation techniques, shortcut methods, and mastery of new processes. Teach-

#### Attention: Office Manager

The Vocational Technical Institute of Southern Illinois University is anxious to serve businessmen of this area. This service includes the training of operators of various business machines and computers. The business department of this Institute is contemplating the purchase of additional machines for this training, and we ask your help in revealing to us the popularity of certain kinds of machines. Will you please check the machines you are now using in your office and return this sheet to us no later than October 1, 1960.

Number of Machines	Type of Machine	Full-Time Operator	Part-Time Operator
_____	Rotary-type calculator	_____	_____
_____	Ten-key adding-listing	_____	_____
_____	Ten-key printing calculator	_____	_____
_____	Full-keyboard adding-listing	_____	_____
_____	Accounting	_____	_____
_____	Computer installations (please describe)	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	Others not listed above	_____	_____
_____	_____	_____	_____

(Continued on page 36)



# What Constitutes the Best

THE DESIRABILITY of formal training beyond the bachelor's degree for teachers in the public schools is now generally recognized throughout the United States. State certification requirements are being upgraded, state-mandated minimum salaries recognize graduate study, and local salary schedules provide additional compensation for the teacher with advanced training.

Stimulated by these factors, more and more in-service and prospective teachers are embarking on graduate study programs leading to the master's degree. The resulting demand has caused a marked expansion in established graduate teacher-education programs as well as the inauguration of new programs in colleges that previously provided only undergraduate instruction.

This expansion has posed many and varied problems for which universally acceptable solutions have yet to be developed. Problems associated with the objectives of such programs and the nature of curriculums that would lead to the achievement of predetermined aims have been of particular concern. Naturally, classroom teachers are encouraged to embark on a graduate study program on the assumption that it will improve the quality of their instruction. Educators recognize, however, that this will be the case only if the curricular experiences of the graduate student contribute to the development of his teaching effectiveness. Thus the development and revision of curriculums become of primary importance in any consideration of graduate study for teachers, regardless of the grade level at which they teach or their subject area.

Business educators involved in administering graduate study programs have certainly been conscious of the large number of problems encountered in the development of curriculums. Many have made noteworthy contributions to the improvement not only of business education graduate programs but also of graduate study programs for teachers in other subject areas. Despite the recognition of problems and the efforts made to arrive at desirable solutions, there are still many unresolved issues relating to the nature of the graduate curriculum for business teachers, as evidenced by, among other things, discussions at education conferences and articles in professional publications.

## RESEARCH TRAINING

Business educators generally agree that the principal objective of the master's degree program for the business teacher is to improve his effectiveness in the classroom, but they do not agree on the nature of the curricular experiences that will achieve this primary objective most effectively. Some busi-

ness educators consider extensive training in research methods and procedures a vitally important phase of a graduate study program. Many believe it essential that the candidate complete a thesis involving a very extensive research project, so that he will become well versed in the use of the tools of research. Undoubtedly the completion of a formidable experimental project would be valuable also in developing the teacher's ability to plan and organize his work and to express his ideas in a logical and understandable fashion. The graduate student who expects to pursue study beyond the master's degree would certainly benefit from this experience.

Although the completion of a research thesis would be most worth while for the person who expects to engage in educational experimentation, its value for the classroom teacher of business is questionable. Such an experience may assist the business teacher in recognizing classroom problems and in developing logical methods to arrive at their solutions. The time consumed in acquiring this ability, however, is difficult to justify when it could be spent in broadening the student's understanding of the subject matter that he is or will be teaching.

Even though the development of the ability to engage in experimental study should not receive major emphasis, a master's degree program for the secondary school business teacher should not ignore the necessity for *some* training in research methods and techniques. Not only will such training help in solving classroom problems, but, probably more important, the teacher will develop an interest in the findings of studies that have been conducted by others and be sufficiently versed in recognized and acceptable research procedures to be able to interpret these findings correctly. The development of these abilities should certainly be a major objective.

This objective can probably be achieved through the inclusion in the master's degree curriculum of (1) an introductory course in research and (2) a professional research project, as distinguished from a formal thesis. The latter would permit students an opportunity to engage in some experimentation involving the use of recognized tools of research. The problem area to be studied in this professional research project should develop out of the teaching experiences of the student and should be concerned with an existing situation in his own school system. A project of this type would encourage experimentation on a limited scale and should give meaning to the content of an introductory course in research methods and techniques. These two courses combined should comprise no more than 10 to 15 per cent of the master's degree program.



# Master's Degree Program?

## CULTURAL TRAINING

The inclusion of courses in a graduate curriculum designed to broaden cultural background is questioned by many persons associated with study programs on this level. All educators, not excepting business educators, recognize that an educated person should possess some basic knowledge and understanding of the culture of his society. The educational programs in the elementary school, the secondary school, and the undergraduate college are designed with this objective in mind. Many leaders in education contend that the programs of study of these schools give sufficient education in the cultural areas of human knowledge; others believe, however, that all formal education, regardless of the level, should provide for broadening students' cultural background.

Educators responsible for the development and revision of master's degree programs for business teachers cannot ignore the fact that the competent business teacher must possess a broad knowledge of the culture of his society. In some instances, the undergraduate program may include sufficient curricular experiences to assure reasonably adequate understanding of this culture; in other cases, the undergraduate curriculum may be so highly specialized that a student is not afforded the opportunity to acquire a broad cultural background. In developing the master's degree curriculum for the business teacher, we must give recognition to these varied undergraduate backgrounds. Some opportunity for course work in the humanities and the sciences should be provided within the framework of the graduate study program. Naturally, the extent to which the individual student should pursue courses of this type will depend on his previous educational experiences. Master's degree curriculums in business education should be sufficiently flexible so that a student with a specialized background may include some courses designed solely for the purpose of providing him with a better understanding of his culture.

## PROFESSIONAL TRAINING

Graduate curriculums specifically designed for teachers generally include some provision for training in methods and techniques of teaching. Leaders associated with graduate study disagree, however, on the portion of a master's degree program that should be devoted to this type of education. This disagreement results in graduate teacher-education programs differing not only from college to college but also from department to department within colleges and universities. The lack of uniformity in business teacher-education programs leading to the

master's degree is of concern to many educators. Secondary school administrators charged with selecting business teachers cannot assume that the master's degree held by different applicants represents the completion of similar programs of study. Some programs for business teachers provide for as much as two-thirds to three-fourths of the total program to be devoted to general and specialized professional education; others include only a limited amount.

The fact that these discrepancies exist is evidence of the necessity for careful consideration of present master's degree programs. A curriculum that requires the candidate to devote a major portion of his time to the completion of general and specialized professional education courses will undoubtedly involve some, and in many instances considerable, repetition of training provided by the undergraduate program. Some repetition may be justified on the basis that the graduate student, now a more mature individual with teaching experience, will find that a discussion of current educational problems and a detailed study of methods and techniques of teaching will have greater meaning and value to him. Then, too, graduate professional education courses will undoubtedly include a more comprehensive study of methods and techniques of teaching than could possibly be included in an undergraduate program.

A graduate program of study for the business teacher that ignores the necessity for professional education certainly cannot be justified. On the other hand, a program that places major emphasis on general professional education courses and specialized methods courses will probably involve undue repetition of undergraduate training. Such a program may also include highly individualized methods courses for which existing problems or available instructional material do not justify the time consumed.

A desirable master's degree curriculum for the business teacher should probably provide for a very limited number of professional education courses concerned with problems confronting all teachers at the secondary level. This should be supplemented by some specialized professional education designed in part to acquaint students with current problem areas and philosophies in business education and in part to familiarize students with methods and techniques of teaching that will improve their classroom performance. Since the typical master's degree program for the business teacher is limited in length, the amount of professional training, both general and specialized, should probably not exceed one-third of minimum degree requirements. Addi-

## MASTER'S DEGREE PROGRAM (continued)

tional training of this type might be worth while, but, if included, it would necessitate the elimination of other essential and valuable curricular experiences.

### SPECIALIZED TRAINING IN BUSINESS

Undergraduate curriculums for the prospective business teacher generally make provision for training in business subjects included in the secondary school curriculum. In most instances, this training insures that the business teacher will have sufficient knowledge of subject matter to perform acceptably in the secondary school classroom. The in-service or the prospective business teacher pursuing graduate education, however, has every right to expect that his program of study beyond the bachelor's degree will equip him with a broader and more comprehensive knowledge of secondary school subject areas and will enable him to provide superior instruction.

The inclusion in the master's degree curriculum of business content courses designed to expand knowledge of subject matter will tend to instill a sense of confidence in the classroom teacher, in that it will encourage him to present a more elaborate, meaningful, interesting, and varied discussion of ideas and concepts than would normally be possible with rigid adherence to a textbook or course of study.

Although the desirability of specialized training in business beyond the undergraduate college is generally accepted, the kind and amount of content courses to be required are the subjects of considerable disagreement. Certainly some instruction in economic principles beyond that normally included in the undergraduate curriculum, and some discussion of current economic problems confronting the society of the United States and the world as a whole, would seem essential. The lack of understanding by our citizenry of elementary economic principles is quite evident to anyone who discusses economic problems with today's high school and college graduate or who analyzes critically the ideas expressed in newspapers and magazines and on radio and television. In all too many instances, high school business teachers do not appear to have a clear understanding of basic economic principles and concepts. Business teachers, along with teachers of the social sciences, have a direct responsibility to provide training designed to produce an economically literate population. Current economic problems are, by their nature, becoming the "burning" political questions of the day. Certainly the master's degree program should assist the business teacher to assume his responsibility in the economic area. Basic business courses offer the greatest opportunities for imparting this knowledge, but the possibilities presented almost every day in vocational business courses should not be overlooked.

In addition to at least one or two courses concerned with current economic problems and basic economic principles, master's degree programs for business teachers should include what are normally described as business content courses. The needs and interests of the individual student will determine the nature of these courses. A careful evaluation of the undergraduate training of the student and extensive counseling with him should precede their selection. The program of specialized training in business, individualized for each student, should be designed to eliminate deficiencies in undergraduate preparation and enlarge knowledge in areas of learning of particular interest to the student—interest that has been generated by his existing or hoped-for teaching responsibilities. The importance of training of this type would seem to warrant devoting from one-third to one-half of the master's degree program to business content courses, including courses designed to broaden economic understanding, the exact amount depending on the undergraduate background of the individual student.

### CONCLUSIONS

Although differences exist from college to college, there is at the present time considerable similarity among undergraduate teacher-training curriculums throughout the United States. Provision is ordinarily made in the undergraduate program for courses designed to broaden cultural background, to provide both general and specialized professional education, and to develop knowledges and competencies in a specialized teaching field. If the master's degree program for the business teacher is to increase his effectiveness in the classroom, some provision should be made for enlarging on the training provided by the undergraduate college. The curriculum developed for the graduate student should supplement his undergraduate training by including a limited number of courses designed to expand his knowledge of the culture of our society, by providing an opportunity for him to become more familiar with desirable methods and techniques of teaching, and by recognizing the need for expanding his knowledge of specialized subject matter and basic economic principles and concepts. In addition to this training, which represents in part a continuation of the undergraduate program of instruction, provision should be made for developing sufficient understanding of methods and techniques of research to permit intelligent evaluation and application to classroom situations of findings of experimental studies. Graduate programs for the classroom business teacher that recognize the need for these various types of training will certainly lead to the improvement of instruction in the business classroom and will insure that business education will continue to make valuable contributions to the total educational program of the secondary schools of our country.

# R

## For Effective SHORTHAND Teaching



**ROBERT L. GRUBBS,** University of Pittsburgh

**F**RANK SINATRA once said that all secretaries were in one way or another beautiful—that there was an inescapable beauty in anyone doing a job she knew how to do well. I am certain that Mr. Sinatra would agree to expand his compliment to include shorthand teachers. Those of us who have worked with and observed good shorthand teachers in action know that in one way or another they, too, are beautiful as they do the job they know so well.

Perfecting the deftness with which you employ your teaching tools in shorthand is as good a beauty treatment as anything you can buy at the store. The purpose of this article, therefore, is to help you understand your shorthand teaching tools and to suggest ways in which you can use them skillfully.

### The Chalkboard

Someone has said that a picture is worth ten thousand words. The state-

## 4. Understanding Your Shorthand Teaching Tools

ment is probably true. You have one of the largest picture frames in the world hanging in your shorthand classroom—your chalkboard. Each shorthand outline you place on it is worth ten thousand words you might say about it. Learn to use your chalkboard efficiently and competently. It's your most important teaching tool, and competence in using it is probably your most important teaching skill.

There is only one way to acquire skill in writing on the chalkboard and that is to practice writing on it. Many good teachers "rehearse" each day's lesson before teaching it by practicing on the chalkboard the words they are going to present and preview for dictation. It's a wise idea. Some teachers I know are fortunate enough to have a chalkboard at home and can prac-

tice at their boards daily. You can practice board writing at home even though you may not have a chalkboard: I have spent many an hour rehearsing shorthand for a television presentation by practicing my outlines on a closet door or blank wall with a closed pen for my chalk. Just "going through the motions" builds confidence, and confidence is the foundation of any skill.

If you are a right-handed writer, you will probably feel most comfortable standing to the left of the board and writing to your right. Although this is a comfortable and normal writing position, it has two serious drawbacks. When writing from this position, you place your back squarely to your class; and as you move from left to right across the board, you are

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## FOR EFFECTIVE SHORTHAND TEACHING (continued)

always standing in front of outlines you have already written, hiding them from the students' view.

It is a good idea, and the mark of an expert, therefore, to learn to write on the board while standing to the right of the spot where you place your first outline and writing succeeding outlines toward yourself. When you have acquired skill in writing while standing to the right, you can then work the left-hand part of your board from the left and the right-hand part of your board from the right. Thus the teacher with two-position writing skill never stands in front of his work and keeps to a minimum the amount of time he works with his back to his students.

Although I know of no research that proves it, I suspect that students learn shorthand more rapidly and more pleasantly from teachers who use the board during every class activity. Of course, you employ the board to present new words from your teaching lesson, to present review words from your skill-building lesson, and to preview words that are to be written from connected-matter dictation. You should also develop skill in writing outlines on the board as you are dictating. This is a complicated business. You keep one eye on the connected-matter you are dictating, you keep another on your stopwatch to pace your dictation, and you keep your third eye on the board as you write the troublemaking outlines while dictating. It's complicated, but it's possible. It's a skill that responds readily to practice, and it will definitely add to your pleasure (and your beauty) in teaching.

One last word on board writing: Keep it neat, accurate, and fluent. Your students learn to write shorthand by imitating and copying. They're going to imitate you. Set the perfect example at the board. In one way or another, you'll be beautiful doing it.

### The Textbook and Transcript

If your personal shorthand textbook is to be a teaching tool, it must contain some things that distinguish it from the ones used by your students.

You should mark in it at appropriate places all kinds of reminders and cues to your teaching action and lesson timing. Identify every complex outline; add extra theory words and word families to the beginning-of-the-lesson word lists; and by all means, copy the superior figures, the standard word count, from the transcript into your shorthand text. Use green ink or pencil for your notes. It's a comfortable color and it contrasts nicely with the red marginal reminders and the black shorthand plates.

There are several reasons why it is wise to mark the shorthand plates of your *Manual* with the standard word count. With it, you may dictate directly from the shorthand plates; you won't need the transcript, so you carry one less book to class. With it, you may easily time the reading of your students and instantly compute their reading rates.

Dictating from the shorthand plates is especially helpful if you are a beginning teacher. Because the outlines are always fresh in your mind, students are less likely to "floor" you when they ask for an outline or a phrase. By dictating from the shorthand, you can dictate in sympathy with the common phrase combinations that you want your students to automatize. For a beginning teacher, the marked text is a confidence-builder. But don't think that older, more experienced teachers can't profit from the procedure. I do.

Timing reading is important and is easy to do if you have the word count marked on your shorthand plates. When you ask a student to read, start your stopwatch as he begins. Let him read until he arrives at or near one of the superior figures in your text. Stop him and your watch. Multiply the superior figure near which he stopped by 20 to get the number of standard words he has read. Determine, as a fraction of a minute, how long he read. (That is, 20 seconds is one-third of a minute, 15 seconds is one-quarter of a minute, 12 seconds is one-fifth of a minute.) Multiply mentally the number of standard words the student has read by the denominator of the fraction. The product is the ap-

proximate reading rate achieved by the student expressed in standard words a minute. The reading rate may not be precise; but it will be accurate enough to be very useful. When your student knows his reading rate, he can hardly avoid aspiring to higher rates. To announce a reading rate with a joyful compliment concerning the improvement it represents is your simplest but most effective motivational device. Try it and see.

### The Standard Word

As you begin the tedious but worth-while chore of transferring the superior figures from the shorthand transcript into your personal *Gregg Manual*, there are some things you should know about these numbers that will help you understand their use. Not all of the Gregg dictation materials are marked with superior numbers; but where they are employed, they are used to mark off each group of 20 "standard" words.

Just what is a standard word in shorthand? For reasons that are too lengthy and not important enough to discuss here, it was decided many years ago that a standard word in Gregg shorthand materials would contain 1.4 syllables. Of course, there are no words of exactly 1.4 syllables; it's done by averaging. Every 28 syllables, regardless of the number of actual words, is considered to be 20 standard words. Thus the superior figure appears after every twenty-eighth syllable.

There are several reasons for counting shorthand materials by syllables rather than by words. The most important, however, is that, assuming that the difficulty of a word is related positively to the number of syllables it contains, counting by syllables tends to reduce all material to a similar level of difficulty. The following examples will illustrate this advantage.

(a) In the last few years, our friends have requested more and more help, which we have supplied free of charge to everyone.

22 actual words, 28 syllables, 20 standard words

(b) An electrical engineer wires buildings according to various specifications shown in his blueprints.



13 actual words, 28 syllables, 20 standard words

Because the words in (a) are short (therefore easy), it takes more of them to make the 20 standard words. Twenty-two actual words are used. In (b), the words are longer (therefore more difficult), so only 13 actual words are employed in forming the 20 standard words of 1.4 syllables each. In pacing dictation, at say 80 words a minute, 20 standard words must be dictated every 15 seconds. At 80, both (a) and (b) would, therefore, be dictated in the same time interval; that is, 15 seconds. If the words are short and easy, a greater number must be dictated in the interval. If the words are long and difficult, fewer of them must be dictated in the interval. You can easily see the equalizing effect of the standard word count; and that, of course, is its main purpose.

### The Stopwatch

Knowing how the standard word count is computed will be helpful to you, but just understanding it is not enough. You must also learn to employ it in timing your dictation. To use the word count easily and accurately in pacing dictation, you should have a stopwatch. Your stopwatch, used correctly, is one of the most important teaching tools you have. You will want to acquire one and, having learned to use it, will prize it above any other teaching tool you may possess.

Strangely enough, the fact that your stopwatch can be stopped is not important to you in timing dictation. What is important to you is that there is a large, easy-to-read dial and a second hand that sweeps back to zero instantly at the touch of a button. It is the instantaneous sweepback feature that makes a stopwatch so very useful. By using this feature, dictation at the so-called uneven rates is as simple to accomplish as dictation at the even rates (60, 80, 100, etc.).

To use your stopwatch correctly there are just two things you must know: You must identify the standard word count employed in marking the material and you must compute how

many seconds to use in dictating the words between the word count markings.

The *Student's Transcripts* and many Gregg dictation materials are marked with superior figures. The word count is 20 standard words. You may compute the seconds to allow for each group by employing the following formula:

$$\frac{\text{Standard Word Count}}{\text{Desired Rate}} \times 60 \text{ sec.} = \text{seconds for group}$$

An example will help to make the use of the formula absolutely clear. Suppose that you wish to dictate some material at the rate of 75 words a minute. You would determine the time interval for dictating each group of 20 words this way, using the formula above:

$$\frac{20}{75} \times 60 = 16 \text{ seconds}$$

To dictate at 75 words a minute, you would, therefore, dictate the words from one superior figure to the next in exactly 16 seconds.

The table below was computed according to the above formula. I suggest that you make copies of it and paste one in the front of each of your books of dictation material that is marked in groups of 20 standard words. You will then have at your finger tips a quick, accurate guide to your dictation at all rates.

Dictation Rates for Material Counted in Groups of 20 Standard Words

Words a minute	Seconds per Group
40	30
50	24
60	20
70	17
80	15
90	13
100	12
110	11
120	10
140	9
150	8
160	7

When you determine from your table the number of seconds to allow for each group of words, the next problem is to man your stopwatch and pace your dictation evenly according to it. When dictating at those rates in which the number of seconds for each group is contained evenly in

60 seconds, you simply permit your watch to run continuously, pacing you through the minutes until you reach the end of your material. At the odd rates, where the seconds-per-group is not contained evenly in 60 seconds, sweep the second hand of your watch back to zero when you reach the last group of seconds contained entirely in the minute. The sweepback second hand will instantly begin counting again for you from zero. An example will show you what I mean:

Let's suppose you are going to dictate for several minutes at the rate of 75 words a minute. The table above indicates that the dictation interval for each group of 20 standard words is 16 seconds. You will dictate to

superior figure  
 1 at 16 seconds  
 2 at 32 seconds  
 3 at 48 seconds  
 then sweep back to zero  
 4 at 16 seconds  
 5 at 32 seconds  
 6 at 48 seconds  
 then sweep back to zero  
 7 at 16 seconds  
 and so on.

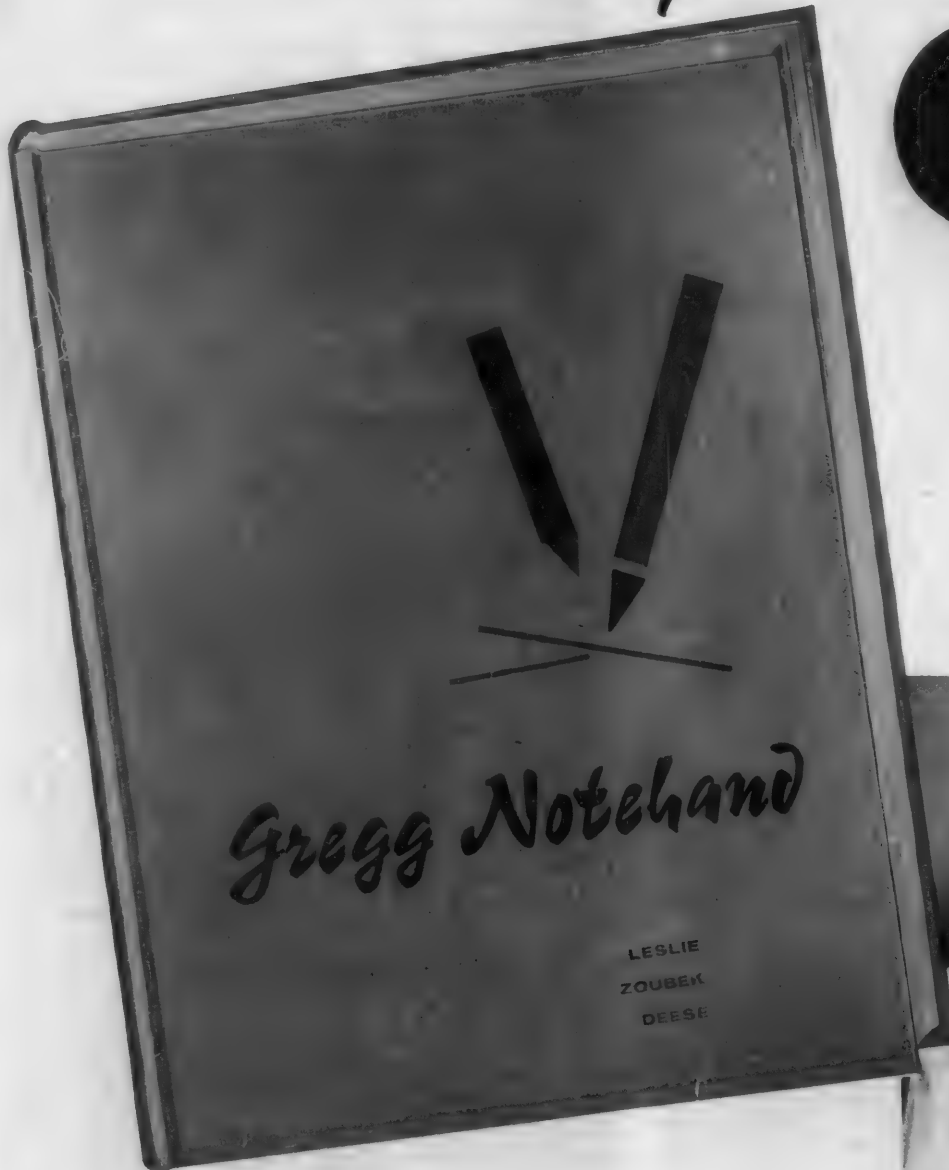
At the rate of 90 words a minute, the stopwatch routine is 13, 26, 39, 52, and sweep back to repeat 13, 26, etc. Follow a similar routine with any dictation paced at other odd intervals.

### Specific Rate Dictation Material

Some of the Gregg dictation material is counted to be dictated at specific rates, usually 60, 70, 80, 90, 100, 110, 120. The material is marked conveniently in words groups for dictation intervals of 15 seconds. Instead of a superior figure, a diagonal (/) is employed to indicate the group of words to be dictated in each 15-second interval. Material marked this way appears in *Business Teacher* magazine and also in several dictation books. This material is invariably excellent; it may, however, be marked for rates inappropriate for your students. If it is, don't toss it aside as unusable; by employing the rate formula described earlier, you can dictate any material at any rate

(Continued on page 34)

*A new learning and study  
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B  
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- IMPROVES LEARNING
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# BEATNIKS, INSURANCE, AND ALL THAT JAZZ

A skit in which two cool cats look at life among the cubes

JOHN PHILLIPS, Flint (Mich.) Junior College



"Insurance, man, insurance! Dig?"

A WASTE of time!" "Not enough enthusiastic student participation." "The idea's okay, but I don't have the time."

These are just a few of the comments and excuses that keep cropping up when skits are mentioned. Many of our leading educators would strongly dispute such remarks; among them would certainly be Helen Hinkson Green of Michigan State University. A skit is simply one of many motivating devices for developing student interest, and a perfectly legitimate one. Show me a typical class, and I'll show you at least two extroverts willing to become a Jerry Lewis for a few minutes. Two or three short practice sessions during a student lunch hour or at some other agreed-on time will suffice to put on a skit.

The short skit that follows can be presented with a minimum of irritation and a maximum of success. It can be done in class or at an assembly. It requires little in the way of props or costumes; the original presentation featured berets, dark glasses, Bermuda shorts, flashy neckscarves, sweatshirt, sport jacket, false goatees, and long-stemmed cigarette holders. Items can be added to, or subtracted from, this list.

So much for the prologue. Here's the dialogue.

## SKIT

*First Beatnik (1 Bn) is onstage. Second Beatnik (2 Bn) approaches.*

1 Bn: Howdy, kin, slip me some skin. (They exchange beatnik handshakes.)

2 Bn: Cool, man, cool.

1 Bn: Crazy. Have a pad, Dad.

2 Bn: In a minute, Bernard, I'll take you up on that pad.

1 Bn: Say, Clyde, like, where you treading?

2 Bn: Man, got to take five to stay alive. (Pauses.) Say, Daddy-o, how are your studies going?

1 Bn: Man, they're a drag. Two mickey mouse courses and one that's rough, Sam — it's called Outdoor Breathing.

2 Bn: Like, that's a real drag.

1 Bn: How goes it with you, Homer?

2 Bn: Like, wow! I'm taking a real cool course called General Business. It's the most.

1 Bn: Yeah? Who's your warden?

2 Bn: Like, she's a real cool cat called Green. Man, she's the living end.

1 Bn: Tune me in, Sam—like, hum a few bars.

2 Bn: Well, it's like this, Daddy-o. Remember that cat named Aesop that wrote them fairy tales?

1 Bn: Yeah! Man, he's way out.

2 Bn: Well, this book we got is something like that—like, let me clue you on a tale we had today. (First Beatnik listens attentively as Second Beatnik tells his story with gestures.) You see, there's this tiger called Wilbur. Now, Wilbur works at the local Greasy Spoon hamburger hut and he's getting no kicks out of life, so he jumps on his bike and rods over to the dance hall. Like, when he gets there he meets this canary who's a real sharp chick. So right off he decides this dolly is for him. So he pedals up to her and says, "Red, we'd make a dream team—like, what say we share a duplex?" Now, Red is nobody's patsy, so she communicates, like, "Big Daddy, when I knot the string of matrimony, I want a mate that has a little security." But Wilbur, he's got nothing but a C-note in his pocket. Now, Wilbur knows this chickadee has just blown taps for him, so he ambulates away—and, man, he's really got the sorrow bad.

1 Bn: Cool, cousin.

2 Bn: So Wilbur, he ankles down to the local shopping center, and right off, these cubes start selling him a bill of goods. They push new bikes,

(Continued on page 33)

# VOLUNTEER FOR SCHOOL PAPER, BUSINESS TEACHER RECOMMENDS

Teachers of business subjects are best qualified  
to supervise publication, says educator-editor

JEAN OVERTON SALNERS

Harding Academy, Memphis, Tenn.

**B**EFORE YOUR superintendent has a chance to tell you there are other things to teaching besides teaching, ask him if you may sponsor the school newspaper. (Then watch the expression on his face!)

School papers are usually the extra-curricular activity wished on a new business teacher, although English teachers are supposed to come equipped to handle such things. Sometimes this makes the teacher throw up his hands in horror; he has been so busy preparing for his field that he hasn't given journalism a thought.

But journalism or no—there are several reasons why business teachers can make good newspaper advisers and why they should enjoy doing it.

First, the business teacher keeps abreast of current happenings. It is his business to know what's going on in the school and community and how these changes affect his students and classes. This ability can be channeled into helping students develop a "nose for news."

Second, business teachers are especially adept at sentence structure, punctuation, capitalization, spelling, and copyreading. They have to be, or they'd never wade through the endless number of papers they scan. All these things are essential in putting out a good school paper.

Third, a newspaper cannot separate itself from typewriters. Whether the paper is mimeographed or printed, copy has to be typed and typed correctly. The business teacher is better qualified to supervise this job than any other. And if the paper is duplicated, he will be the one teaching this operation, too.

So you say, "O.K., since I'm so well-qualified I'll try it; but how do I get started?"

If you don't know up or down about journalism, begin by getting some textbooks for reference and study. *High School Journalism* (Macmillan), *Journalism and the School Paper* (Heath), and *Scholastic Journalism* (Iowa State College Press) are but a few of the texts for high school use. And if yours is to be a mimeographed paper, Iowa State University Press has a book entitled *Producing the Duplicated School Newspaper*.

If you are handed a ready-made staff, well and good—unless that staff has been elected by the student body. If it has, you will want to make some changes later on. Important staff positions are usually appointed by faculty advisers who know the quality of work students can do.

If there is no staff already formed, begin by announcing a meeting of all persons interested in working on the school newspaper. Many more will turn up than are qualified, but they will gradually eliminate themselves. Don't turn any away.

Topics can be assigned or students can choose their own, but there must be a deadline. This will give you a clue to who is reliable—the first quality of a good staff member.

You may want to get help from other teachers in reading the material submitted and determining who shows promise of imagination, a flair for writing, and keen observation.

## The Staff

Your editor will need to be someone versatile in all phases of production work—preferably an upperclassman. He will make assignments, supervise work, plan dummy pages,

write, type, and copyread as the occasion demands. (You may want to have co-editors for this job.)

The assistant editor should be a promising student who can work in close harmony with the editor and prepare himself for future editorship.

There needs to be a business manager who can sell advertising and keep records of subscriptions, income, and expense.

The sports editor can be a boy engaged in sports or very much interested in them.

You will also need someone to do art work, cartoons, drawings, and headlines.

A circulation manager will see to the distribution, filing, and exchanging of papers. (You will want to exchange papers with schools in your community and with some distant schools who have papers comparable to yours.)

Other staff members can act as reporters and help with production.

After you select the staff, determine the best time for staff meetings. Some schools have activity periods for this; in others the meeting must be after school.

It won't take many hours to indoctrinate students in the fundamentals of newspaper writing—how to write in the third person, how to write leads, how to be objective. The types of stories you will learn about later, as both you and your students delve into the fascinating job of getting out a school paper.

If a printed newspaper is the tradition in your school, then a printed paper it is; but don't look disparagingly at the mimeographed paper.

If your school is small, or the paper has been running in the red, you may want to consider the possibilities of a duplicated paper.

Any school office will have a liquid-process duplicator or a stencil-type mimeograph. A paper can be produced on the spirit duplicator with

## VOLUNTEER FOR PAPER

(continued)

satisfactory results, but, since a master carbon will run only about 150 good copies, a problem would arise for a larger circulation.

A school newspaper can be mimeographed without investment in a large amount of equipment. Typewriters—you have a roomful; try to set aside one or two with elite type. You will need good quality stencils, correction fluid, several styli, stencil cement, four or five lettering guides, and a writing plate for drawings and headlines. The paper you use should be at least 24 lb. bond to produce good copy on both sides.

The better mimeographed papers are typed with three columns of 26 spaces each in elite type and utilize occasional half-spacing between words. The first copy is typed on dummy sheets (these can be duplicated sheets with guidelines to show the three columns). In order to justify the right margins (make them line up evenly), the diagonal sign (/) can be used at ends of lines on the dummy copy to indicate the number of extra spaces needed to make the line even. When the stencil is typed, extra spaces can be inserted between words as needed.

Using half-spacing eliminates "gap-osis," or too much space between words. Suppose you need to type the word *crowded* (which should not be divided) as the last word on a line with only six spaces left. If you don't type the word, you will have six spaces to fill on that line—a hard thing to do with a 26-space line. A good rule to follow is never to type a line with more than five spaces to fill in. That's where the half-spacing comes in. The word *crowded* is typed at the end of the line—the last two letters stick out in the right margin of the dummy copy. Two "½" marks are typed at the right to indicate that two half-spaces need to be made when the stencil is typed. Pick out two words in the line that begin with thin letters like i, l, t, or f and underscore them. When the stencil is typed, half-space at the beginning of these words by holding down the space bar instead of spacing between words. (Half-spacing is difficult for students using electric typewriters because

they have to hold the carriage and estimate instead of just holding down the space bar.)

Every issue of the paper must have the nameplate, masthead, and, on each page, a folio.

The nameplate, on the front page, gives the name of the paper, volume number, issue number, name and address of the school, and date of issue.

The masthead, on the editorial page, should contain the name of the paper, school address, subscription rates, and frequency of publication. The entire staff may be listed here in each issue, but it is not necessary; some papers list only editors. Here also may be listed the press associations to which the paper belongs. The masthead is traditionally in the upper left corner of the editorial page but may be placed anywhere on the page that is convenient.

Each page should also have a folio, a line giving the date and page number. It can be placed at the top or bottom of the page.

### Avoid Gossip and Chitchat

Almost everything that happens to students and teachers in class or school activities can be considered news. But one of the things you don't want to include in your school paper is gossip or meaningless chitchat. There are many ways of getting names and human interest into the paper without resorting to gossip—a very poor form of journalism.

In typing stencils, leave the front page until last so the most important and latest news items can be put on it. Editorial pages can be varied by using wider columns, pica type, cartoons, and features.

Stencils must be checked and double-checked for accuracy and consistency. This is where the style book comes in. Most journalism books contain style sheets, but each staff should develop its own style book and continue adding to it. In it will be general instructions, spelling rules, and use of titles, quotations, numbers, capitalization, abbreviations, headlines, and copyreader's marks.

Headlines can be a headache for the beginner, but good headlines, varied as to size and style, make the difference between a mediocre newspaper and one that commands respect.

For the mimeographed paper, four or five lettering guides are sufficient at first. They should include ½-inch, ⅜-inch, ¼-inch, and ⅓-inch Roman (plain) type in both upper and lower case. (The trend is away from all capitals for headlines.) The ½-inch guide is large enough for a banner headline but is rarely used in school papers. Italic (*slanting*) guides can be used for features and special articles.

Have a deadline and stick to it at all costs. Even if it snows the day before publication and there's no school, get a skeleton staff together and finish the job.

Don't rule out the possibility of using pictures in your mimeographed paper. This is done by electronic stencil.

For approximately two dollars a stencil, you can paste as many pictures as you want on an 8½ by 13 inch sheet of white bond paper. Then send or take it to a mimeograph supply house and watch an electric needle transfer those pictures to a stencil. You can then cut out these pictures (with ¼-inch margins), cut out a hole in your regular stencil and paste in the electronic picture with stencil cement. The cutting and pasting should be done after the stencil has been typed and headlined.

As soon as possible, join state and national press associations. There is usually no cost involved in belonging to state associations. The National Scholastic Press Association and the Columbia Scholastic Press Association give annual critical ratings to school newspapers. Staffs can improve their papers through use of these criticisms.

Categories are set up according to size of enrollment, how often published, and type of newspaper. Within each category, the National Scholastic Press Association gives four ratings. All-American represents "superior" and is reserved for the top publications. First Class is comparable to "excellent." Second Class, earned by the majority of publications, means a "good" to "very good" score. These newspapers are doing a good job in a workmanlike manner. Third Class represents "fair" to "good," publications that have some major weaknesses.

(Continued on page 32)



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New Jersey State College, Montclair

J. MARSHALL HANNA  
Indiana State University, Columbus

GILBERT KAHN  
East Ohio High School, Newark, N. J.

TEACHING

# THE FUNDAMENTAL ELEMENTS OF BOOKKEEPING

SECOND SERIES

## 8. How to Teach Deferred and Accrued Items

M. HERBERT FREEMAN

**I**T NEVER FAILS. Ask bookkeeping or accounting teachers to list the most difficult topics to teach and at the top of the list you will invariably find the deferred and accrued items. This is strange because these adjustments are not complicated concepts or theoretical abstractions. They are simple and logical steps in determining the correct profit or loss earned during a fiscal period. Why are they so difficult to master? The answer is very simple. Most first-year bookkeeping and accounting students are exposed to deferred and accrued income and expense items before they feel the need for these adjustments. Eventually they may learn *how* to make these entries, but they do not really understand *why* they are making them.

This obviously suggests that the teaching of deferred and accrued items should be put off as long as possible. After the student has acquired a thorough understanding of typical business practices and procedures, he will sense the need for accurate reports. If he is then taught

why and how these entries are made, in a careful step-by-step presentation, the feeling of confusion and despair will never develop.

Deferrals and accruals are easy to teach and easy to learn, but they must be *taught*. The average student cannot be expected to master this unit by reading about it in the textbook.

### DEFERRED EXPENSES

#### Preparation

The student must understand the nature of prepaid or deferred expenses like supplies and insurance. He should know that insurance, for example, is always paid in advance. The fundamental bookkeeping equation

should be used to show that prepaid insurance is an asset when the premium is paid.

The students should also understand the nature of expenses and their effect on the fundamental equations. The closing entries and the financial statements should be reviewed.

### Presentation

1. Refer back to the Office Supplies on Hand balance shown in the trial balance on the chalkboard. Ask the class what the \$100 debit balance represents.

+ Office Supplies on Hand (Asset) —

30
20
10
15
25
100

Develop the idea that this figure stands for the total amount of supplies we had purchased during fiscal period. Ask if this figure is now correct.

2. Then ask the class why we bought these supplies. The answer: we bought them to be used in the office. But some of them have been used. How do we determine the amount used? We take an inventory. Let's say that our inventory reveals that we have \$60 worth of office supplies on hand.

3. Thus, \$60 is the correct balance that should now appear in the account.

+ Office Supplies on Hand (Asset) —

30
20
10
15
25
60
100

4. Show that since the new balance of the asset is now \$60, the asset has decreased by \$40. This \$40 represents the supplies used during the period. This is an operating expense. Show the effect of this expense in the fundamental equation:

$$\begin{array}{rcl} A & = & P \\ 100 & = & 100 \\ -40 & = & -40 \\ \hline 60 & = & 60 \end{array}$$

5. Point out that the old balance of \$100 in the Office Supplies account is a mixed balance; \$60 of it is an asset and \$40 is an expense. It is therefore necessary to remove the \$40 to an expense account, leaving \$60 as an asset.

6. Develop the adjusting entry to correct the prepaid expense account:

Office Supplies Expense	\$40	
Office Supplies on Hand		\$40
To remove the expense from the prepaid asset.		

7. Post the debit part of the entry.

— Office Supplies Expense (Prop) +

40
----

Point out that the Office Supplies Expense is a temporary subdivision of Proprietorship used to show de-

creases in proprietorship. It will be closed out to the Profit and Loss Summary account as a debit to Profit and Loss Summary and a credit to Office Supplies Expense. The Office Supplies Expense—\$40—will be shown on the profit and loss statement as an Operating Expense.

8. Post the credit part of the entry.

+ Office Supplies on Hand (Asset) —

30	used 40
20	
10	
15	
25	
60	100

Point out that the asset account now shows the new prepaid expense balance of \$60 for the next fiscal period. This will appear on the balance sheet in the Deferred Expense section. Show that there are now two accounts dealing with office supplies. Emphasize that one is an asset while the other is a temporary proprietorship account.

9. Make the same adjusting entry on the Work Sheet that you are developing on the chalkboard from the homework trial balance.

10. Go through the same steps for the Prepaid Insurance balance on the trial balance. Develop the Insurance Expense account and review the nature of the account and what happens to it in the closing entries and financial statements.

11. Make the adjusting entry for Insurance Expense on the work sheet.

12. Review the whole concept of deferred expenses by using a Store Supplies account. Go through the complete process again.

13. Summarize the need and procedures involved in adjusting deferred expense accounts.

14. Give new inventories for the three accounts presented and assign the adjusting entries for homework using the trial balance previously completed. Instruct the students to write full explanations for each adjusting entry.

### ACCRUED EXPENSES

#### Preparation

Review the material dealing with expenses again. Point out the nature of expense accounts and their relation to the fundamental equation. Review the closing entries and the preparation of the profit and loss statement.

In direct preparation for the teaching of accrued expenses, the homework assignment should feature the preparation of a trial balance with expense accounts for interest, salaries, and taxes.

#### Presentation

1. Focus attention on the Interest Expense figure given in the trial balance on the chalkboard. The \$19 debit balance shows the total amount of interest paid during this fiscal period.

— Interest Expense (Prop) +

7
8
4
19

2. Tell the class that we gave a 3-month, 6 per cent note for \$500 to a creditor on November 1, 1959. The

note will not be due until February 1, 1960. But what has been happening to the interest on the note? When we close our books on December 31, 1959, interest amounting to \$5 has accumulated for the 60 days the note has been held by the creditor.

3. Point out that in addition to the \$19 interest we have already paid out during the year, we owe \$5 more for this fiscal period. We can ignore this amount since it will not be paid until the next fiscal period. If we want our expenses and profit to be accurate, however, we must count the \$5 as an expense of the current fiscal period. This means that the interest expense for this fiscal period is really \$24.

4. How do we change the Interest Expense account to show a total of \$24.

— Interest Expense (Prop) +

	7
	8
	4
	10
Dec. 31	5

Point out that the \$5 increase in expense decreases the proprietorship. We will therefore debit the Interest Expense account \$5. This will bring the Interest Expense balance up to \$24.

5. What else happened in the fundamental equation when our proprietorship decreased?

Before				
A	=	P		
1000	=	1000		
Now				
A	=	L	+	P
				1000
		+5		-5
1000		5	+	995

We now have to show the \$5 interest due to our creditor as a liability. We owe \$5 on interest that we have not paid.

6. We therefore create a new, temporary liability—Accrued Interest Payable. The complete adjusting entry is:

Interest Expense	\$5	
Accrued Interest Payable		\$5
To increase the expense by the amount of interest accumulated on notes payable.		

7. Point out that the new account is a temporary liability account. The word "accrued" is a synonym for accumulated.

— Accrued Interest Payable (Liability) +

	1959
Dec. 31	5

8. Show that the Interest Expense—\$24—will be closed out to Profit and Loss Summary as a debit to Profit and Loss Summary and a credit to Interest Expense. The \$24 interest expense will be shown on the profit and loss statement in the Other Expense section.

9. The \$5 credit balance in Accrued Interest Payable will be shown on the balance sheet in the Current Liabilities section.

10. After the books have been balanced and ruled, the Accrued Interest Payable account still shows a credit balance of \$5 on the post-closing trail balance.

11. Point out that in the new fiscal period we will pay \$7.50 interest on February 1. Of this amount, \$5.00 was

already charged as an expense in 1959. Only \$2.50 is the current interest expense. If on February 1, 1960, we debit Interest Expense for \$7.50, our books will contain several errors. The interest expense for 1960 is only \$2.50. Furthermore, the liability, Accrued Interest Payable, is still open. This is no longer true since it has now been paid.

12. To prepare the accounts to show the true condition in 1960, we make a reversal entry before we open the books for 1960.

Accrued Interest Payable	\$5
Interest Expense	\$5
To put the accumulated interest back into the expense account as a credit so that it will offset the full amount of interest when it is paid in the new fiscal period.	

Point out what happens when this reversal entry is posted:

— Accrued Interest Payable (Liability) +

	5.00		5.00
Interest Expense			
	7.00		24.00
	8.00		
	4.00		
	5.00		
	24.00		24.00
1960		1960	
Feb. 1	7.50	Jan. 1 Rev.	5.00

14. Show students that when the full interest is paid on February 1, the Interest Expense account will show \$2.50 as the current interest expense.

15. Work out the same adjusting entry for Interest Expense on the board, using the work sheet being developed from the homework trial balance. Also trace the closing entry, statements, and reversal entry.

16. Review the whole concept of accrued expenses by going through the same process for accrued salaries payable and accrued taxes payable.

17. Assign homework entries using the same expense accounts with different accruals.

The detailed explanation of how to teach deferred and accrued expenses can be applied to teach deferred and accrued income. This chart is usually helpful in developing an understanding of both groups of adjustments. If the student understands the true meaning of deferrals and accruals he will be able to make the correct entries without any hesitation.

	DEFERRED	ACCRUED
EXPENSES	PAID but not USED	USED but not PAID
INCOME	RECEIVED but not EARNED	EARNED but not RECEIVED

Careful teaching of this type will remove the mystery and misery from the teaching and learning of deferred and accrued items.





Have you calculated your net worth?

## HOW DO YOU

**YOU CAN'T KNOW** with any real certainty where you stand financially unless you prepare a Net Worth Statement. A statement of this type will:

- Show your assets—the things you own, such as savings and investments, a home, an automobile, appliances, and so forth.
- Show your liabilities—the bills and obligations you owe, such as mortgages payable, personal notes, charge accounts, installment purchases, etc.
- Give you a record of whatever financial progress or retrogression you may have made.
- Aid you in planning your money-management program in order to accomplish your objectives.

Business organizations prepare Net Worth Statements that provide basically the same information. Businessmen refer to these statements as Balance Sheets.

Sizing up your present financial position and planning for future responsibilities requires a lot of clear thinking; but once you start, you will find it an interesting challenge. As you search, you will formulate a plan that will give you satisfaction and peace of mind—or despair.

First, let's take a look at the total net worth of all American consumers:

### NET WORTH STATEMENT OF AMERICAN CONSUMERS (in billions) December 31, 1959

#### ASSETS:

Currency and Bank Deposits .....	\$ 180
Savings Shares .....	59
Insurance and Pensions .....	207
Government Securities .....	102
Corporate and Other Securities .....	398
Home Ownership .....	392
Durable Goods (car, furnishings, equip.) .....	194

Total Assets ..... \$1,532

#### LIABILITIES:

Current Obligations .....	\$ 52
Mortgages Payable .....	120

Total Liabilities ..... \$ 172

NET WORTH ..... \$1,360

Total Liabilities and Net Worth ..... \$1,532

In the aggregate, you and other Americans have a record \$1,532.2 billion (more than \$1½ trillion) in financial assets. These assets cover money in banks, savings institutions, U. S. Bonds, stocks, and so forth. The total liabilities of Americans amount to about \$172 billion. Therefore, the net worth of all the consumers who make up America's 52 million households is \$1,360.4 billion. The average net worth of each household in the U. S. is approximately \$26,000, or \$7,900 per person.

How do you compare with the average American consumer? Use the following Net Worth Statement as a guide in setting up your financial statement.

(Name) \_\_\_\_\_

### NET WORTH STATEMENT

(Date) \_\_\_\_\_

#### YOUR ASSETS:

Cash on hand .....	\$ _____
Cash in checking accounts, savings institutions .....	_____
Current value of your U. S. Savings Bonds .....	_____
Cash surrender value of insurance policies .....	_____
Equity in pension funds .....	_____
Current value of your automobile .....	_____
Current value of your house .....	_____
Current value of your household goods—furniture, appliances, rugs, linen, etc. ....	_____
Current value of your other personal assets—jewelry, clothes, furs, etc. ....	_____
Market value of your stocks .....	_____
Market value of your bonds (other than savings bonds), investment trusts, real estate .....	_____
Cash value of your ownership of a business .....	_____
Other assets .....	_____
<b>TOTAL ASSETS</b> .....	<b>\$ _____</b>

#### YOUR LIABILITIES:

Current bills outstanding .....	\$ _____
Amount owed on installment purchases .....	_____
Amount owed on your house .....	_____
Amount due on taxes .....	_____
Other liabilities .....	_____
<b>TOTAL LIABILITIES</b> .....	<b>\$ _____</b>

#### YOUR NET WORTH

(excess of Assets over Liabilities) ..... \$ \_\_\_\_\_

If you prepare one of these statements periodically,

## STAND FINANCIALLY?

you can determine your financial gains or losses over a fairly lengthy period. A good time to work out such a statement is when you prepare your income tax return, because you have a great many figures available for reference on this occasion.

In filling out your Net Worth Statement, you may find it helpful to refer to bills of sale, cancelled checks, retailers, and local newspapers (for help in estimating current value of car, household goods, etc.), your employer, banker, broker, life insurance agent.

A few hints may aid you in filling out the statement. When totaling up your assets, you should list:

- The amount of cash you have on hand, at home, in a strongbox, or elsewhere.
- The amount of money you have in your checking and savings accounts, in savings and loan associations, in Postal Savings, in credit unions, or in any other savings institution.
- The cash value of your U. S. Savings Bonds. (This is not the maturity value, but the amount you would get if you turned in your bonds today. You can generally determine this by referring to the redemption value table on the bond itself. If this doesn't work, take your bonds to a banker and ask him to tell you their actual worth. Note: The interest rates have changed several times in the last few years.)
- The cash value of your life insurance. (This is the amount you would receive on a policy if you were to sell it to the insurance company; it is usually indicated on the policy itself. If you have any trouble, ask your insurance agent.)
- The amount you have invested in pension plans, retirement programs, and the like. (You might refer to your payroll department for this information, or you might make a rough calculation.)
- The price you would get if you offered your automobile to a used-car dealer for cash today.
- The price you would get if you were to put your house and land on the market this week. (Get a conservative estimate from a reliable real-estate broker.)
- The market value of your household goods—furniture, rugs, appliances, linen, and so forth. Make an estimate, then slash it by 50 per cent and you will be fairly close.
- The market value of your other personal assets, such

as jewelry, furs, clothes, etc. Again, cut your estimate by half and you will be on safe ground.

- The market value of any stocks you may own—not the purchase price, but what you would get if you sold the stocks today. (You can obtain this information from a newspaper or a broker.)
- The market value of any other securities you may own, such as U. S. Government Bonds, municipal or corporate bonds, or investment trusts. (Again, a newspaper or a broker can give you this information.)
- The price you would get if you sold out any investment you have in a business or other venture.
- Any asset that doesn't fit into the categories already mentioned.

After you've determined the total value of your assets, set down your liabilities, listing:


- Current bills that you owe to retail stores, doctors, and other creditors.
- The amount you owe on installment purchases—automobile, appliances, bank loans, for example.
- The amount due on the mortgage on your house. (You can usually find this on your mortgage redemption table, or you might obtain it from the mortgagee.)
- The amount due on taxes you owe on real estate, income, etc.
- Any liability that hasn't been mentioned here.

Next, find the total amount of your liabilities; then subtract this amount from the total of your assets. The result is your net worth.


You should be happily surprised at the outcome, for the average consumer's net worth runs into many thousands of dollars, often into five figures.

Rechecking and re-evaluating your Net Worth Statement periodically during your life—at least once a year—will help you chart your course toward your financial objectives. A record of this kind will assist you in planning so that you will obtain greater benefits from your spending and, possibly, accumulate additional savings.





## ANATOMY OF A MOCK TRIAL



ANY ACTIVITY should be evaluated in relation to its purpose. The purpose must be kept firmly in mind in order to determine whether or not it has been achieved. The pertinent question, then, becomes: What did the teacher want? In the case of a mock trial in business law, the teacher may have wanted to point out courtroom procedures, to show the differences between certain legal principles, or to prove that a minor may sometimes be responsible for his actions—to take a few examples at random. At any rate, the teacher was striving to achieve a different purpose in each case; so each mock trial should be evaluated in terms of that particular purpose.

We held a mock trial in our business law class recently. I had definite purposes in mind and used thorough follow-up procedures to determine the effectiveness of the activity. The purposes in this case were:

- To motivate the class
- To show students proper courtroom techniques
- To show students the problem of being a witness in a trial
- To provide students with an opportunity to use legal terms and knowledge obtained in the classroom situation
- To develop extemporaneous speaking ability
- To encourage research in law textbooks and/or the county law library.

The particular class on which the evaluation was based consisted of an equal number of business education students and college preparatory students.

In presenting a mock trial, it is important to arouse interest among the students and make sure that their attention does not flag throughout the entire process. Motivation, vitally important in any lesson, was inaugurated and sustained by these methods:

After announcing that we would hold a mock trial, I informed the class that in two days they would elect a prosecuting attorney. The election was held as scheduled and, after another interim of two days, the prosecuting attorney stood before the class and accused one of his classmates of negligence constituting a violation of the Federal Food and Drug Act. I knew of the charge be-

forehand, of course, but the accusation came as a complete surprise to the students.

The "accused" was given the privilege of choosing his attorney, after which each attorney chose an assistant. The class elected a judge and other court officials.

A committee composed of the two chief attorneys, the assistant attorneys, the judge, and the accused was appointed, and the members were given the responsibility of working out the details of the trial together. Among their considerations were the number of witnesses and the time limitations on testimony. There was no written script; the entire trial was extemporaneous. The interest factor becomes evident here, since this committee had to spend considerable time outside the classroom in preparation. (If the teacher prefers, a writing committee may, of course, prepare the entire script.)

### Local Problem Selected

The committee chose a problem of a local nature. The cranberry-cancer scare was still being talked about in New Jersey, so this appeared to be a logical topic. The defendant was designated as the owner of a cranberry growing and canning company who was accused of "knowingly and negligently using an inexpensive insecticide which, according to laboratory tests performed by the Food and Drug Administration, causes nervous conditions in humans when such insecticide is consumed in sufficient quantities."

It is interesting to note that each member of the committee agreed on this problem. The prosecution felt it was a case that could be won, and the defense felt confident that the defendant could not be convicted. (As it turned out, the prosecution was victorious.)

The jury was selected from one of the school's study groups. The jury members were, of course, volunteers. None of them had taken business law. This presented the law students with a lifelike situation and heightened their awareness of how definite they must be to convince a jury that knew nothing of the background of the case.

In order to sustain motivation and to impress students with the importance of what they were doing, the "courtroom" was opened to interested



spectators. Students from study groups were permitted to attend, and teachers and administrators were invited to sit through a period of the trial. Those who came observed a group of proud business law students.

The secretarial teacher was only too happy to supply a court reporter, who had an opportunity to take "real" dictation. (Incidentally, duplicated copies of the proceedings of a mock trial can be distributed to the entire class as a record of their accomplishment.)

The staff photographer of the school newspaper took action shots while the court was in session, and a front-page headline story was featured in the paper. This impressed the participating students and acted as a "sales feature" for prospective business law students. It became obvious that a mock trial can be handled in such a way that it is of interest to the entire student body. (Do not, by the way, overlook the possibility of a picture and news article in your local community newspaper if you attempt a mock trial. This aids in public relations for the school and increases the interest and sincerity of students.)

Our mock trial continued for eight 50-minute class periods, and nearly every member of the class participated. Attention, interest, and seriousness of purpose were maintained throughout. The presiding judge called the courtroom to order when all members were present then presided during the entire period with the exception of the last ten minutes, which were devoted each day to class discussion. When the trial was concluded, an evaluation sheet that I had worked out was distributed to the class; students were required to complete and return it immediately.

### Class Reaction

Here is a summary of the data gleaned from the class members by means of the questionnaire. (Comments are added in some cases.)

- Practically all class members (96 per cent) felt that the time devoted to the trial was well spent as an educational activity.

- The students were requested to list any specific benefits derived from the trial. This provided the necessary information concerning the achievement of the objectives and also served to highlight extra outcomes that were

not predetermined. Typical benefits pointed out were:

"I learned actual court procedures."

"I found out how easy it is to be tricked while on the witness stand."

"I think I will more fully understand a real trial when I see one after having been in this school trial."

"What I have learned in this trial will be useful to me if I am ever called for jury duty."

"This gave me an insight into the technicalities of legal cases."

"I learned not to get mixed up in a trial unless it is absolutely necessary."

"I learned how it felt to be put on the spot."

"Since I served as an attorney, I learned methods of presenting a problem in order to make it clear."

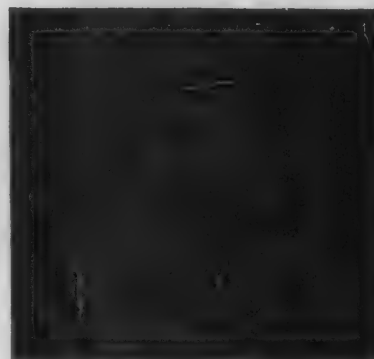
"This made me more respectful of the work of a court."

- The students were requested to list any change they would recommend in the event that another trial was held. The results of this question proved to be extremely interesting. Among many recommended changes were: a reduction in the number of nonclass participants; an equitable division of time allowed each of the attorneys; and devotion of more time to the actual trial. (Replies to a question of this type should be discussed in class without disclosing their authors. Discrepancies should be justified, if possible; if not, changes in trial procedures should be made.)

- As a result of the response to my request that students list their likes and dislikes, I compiled a list of 34 expressions of opinion. Some of these replies could easily be disregarded; others demanded attention.

- The last item on the questionnaire asked the students to give an over-all opinion of the trial by grading it on a scale that ranged from "Poor" to "Outstanding." The individual evaluation reports were reviewed to see whether there was any noticeable consistency among students who graded the activity as Outstanding, Excellent, or Good, respectively. In this case, however, I could discern no relationship.

It is recommended that an evaluation of this kind of activity be made immediately after its completion and again, perhaps, at the end of the course, for purposes of comparison. In this way, we can insure the attainment of our purposes and objectives.



**To conduct a successful mock trial, you must define your purposes and evaluate your results**



**ELLIS R. THOMAS**

Rancocas Valley Regional H.S.  
Mount Holly, N.J.



## SCHOOL PAPER

(Continued from page 24)

Don't expect a high rating at first—but each semester and each year should see improvements and higher ratings.

In addition to these critical ratings, take advantage of state press association meetings by sending your top staff members and the ones in line for next year's top positions.

Exchange newspapers with schools comparable to yours whose papers have received higher ratings. Study them to see what makes them good. Teach your staff to be alert for ways of improving your newspaper.

You might be wondering where you are going to get all the time to sponsor a first-class newspaper. You may be able to utilize some of your typing classes or office practice classes, but most of the work will have to be done after school. It's a hard job—but worth it.

For teachers who are interested and who want to improve their pro-

fessional knowledge of journalism, the Newspaper Fund of the *Wall Street Journal* offers summer fellowships at leading universities and colleges throughout the United States.

Write to Don Carter, Executive Director, The Newspaper Fund, Inc., Room 2700, 48 Wall Street, New York 5, New York, for information and application blanks. Don't dismiss the whole idea, thinking you'd never qualify for a fellowship. The purpose of the Fund is to help teachers who, for one reason or another, haven't had an opportunity to study much journalism. It is planned to provide them with inspiration to develop better school newspapers and to enhance the teaching of high school journalism.

When you receive the application, fill it out immediately and get your superintendent to write a letter. A letter from the editor of your local newspaper is also helpful. The deadline is February 15. You may give a choice of four or five colleges you want to attend but are asked to list

those nearest you or those in which you have some special interest. You are also asked to estimate the cost of tuition, books, room, board, travel, and incidentals. Should you win the grant, you will be given the exact amount stated, up to \$1000.

If you don't get an answer right away, don't worry—you are probably being considered for the fellowship. When the fund first started there were 131 recipients, in 1960 there were 324.

During the summer you will take such courses as Gathering and Writing News, Feature Writing, Editorial Writing, and Journalism in the High School. You will be encouraged to write letters to the editor and features that sell. You will probably work with a daily newspaper or with one on the campus. You will swap problems with other newspaper advisers.

Who knows, maybe you are the one to qualify for this fellowship. Then you'll be telling others, "Don't wait to be drafted—volunteer for the school newspaper."

## CHRISTMAS TRAINING

(Continued from page 9)

desire, conviction, and action. Each student leader will train a small unit of the large group in one of the basic sales steps. When a unit completes one step, it moves on to the next student leader; this procedure continues until each of the five steps has been presented to all the small units. The whole group will then come before the co-ordinator and the student leaders for final testing on all five steps. In this test, each student must demonstrate the five basic sales points. If a student has not mastered the points and, in addition, shows little interest in what we are trying to do, I have found it wise to eliminate him from the group at this stage. I usually contact the individual student who is to be dropped and tell him why. Most students do not seem to be upset by the news, although they do ask if my action will ruin their chances for participation the next year.

• I have set a strict rule that a student who misses one night of training for any reason other than illness or family emergency will be dropped. I explain that a businessman will expect him to work every day unless he

has a justifiable reason for his absence. Students must realize that, when a program is limited to two weeks, one night missed is equivalent to a week missed in a regular training program.

• The next phase of our Christmas training is learning how to fill out job applications, how to introduce oneself when applying for a job, how to dress, and how to handle difficult customers. I have student leaders act as prospective employers for demonstrations in putting across this part of the training program. All students are expected to introduce themselves and to fill out job application forms in ink. The student leaders then ask them questions on all phases of the training program.

• I reserve one day for cash register training, for which one of the local businessmen lends his register. The businessmen are happy to help in any way they can—they know they will benefit by having qualified people available.

• The co-ordinator should check on labor laws, union rules, work permits, and code provisions for allowing a student to leave school one week early if he has a job lined up for the holiday period and has his parents' consent to take it.

• After the two-week period of training, each student receives a certificate of completion that records the number of hours of training, the name of the school, and the signatures of the co-ordinator and the principal. This certificate has meaning for students and employers because it indicates that the school has recommended this student for employment.

• I write short articles for the local newspaper describing the type of program that has been carried on and mentioning the number of students who have taken part and received completion awards. This type of advertisement has helped students receive many jobs and has brought our program considerable respect throughout the community.

• Our business department holds an annual awards banquet at the close of the school year. I have a special table set aside for students who have completed the Christmas training program. This serves both to foster student recognition and to publicize the program for the next year.

My student leaders and I are proud to enter a local concern and be served by one of our students, and we find that other customers feel the same way.

## BEATNIKS, INSURANCE

(Continued from page 22)

hot rods, and other finery at him. But Wilbur's no gone goose, he knows these things don't give security—they have a short maturity. I mean, like, Wilbur looks for days, but nothing he views gives security.

1 Bn: Like, wow, this cat is at Ends-ville.

2 Bn: Yeah, Wilbur is near flipping his lid. Then one p. m. he's catching five winks when there comes a rap at the door. "Like, it's open—save the knuckles." . . . The rest of this story is kind of hard for me to tell, 'cause the English is really mixed up. I mean, it was way out—

1 Bn: Well, transmit, Dad — I'm hooked.

2 Bn: Like, I'll try to the utmost, so just hang on . . . Well, this cat opens the door and says (*clearing his throat for emphasis*): "Wilbur, I'm here to sell you security! Security for your future. And that security is called insurance. For \$100 you can start a \$5,000 whole-life insurance policy. It guards your wife and family in case you die before age 65. If you live to age 65, we'll pay you \$5,000 to retire on. If you expect to get married, you should have some security for your wife and children. If you don't like this kind of insurance, I can sell you many other kinds, such as term, endowment, or combination insurance."

1 Bn: Like, what's this razzmatazz called?

2 Bn: Insurance, man, insurance! Dig?

1 Bn: Yeah.

2 Bn: Well, Wilbur was a goner in spades. After he had investigated insurance, he couldn't deal fast enough. Like, he and Red were on their way to outer space, and they enjoyed their lifetime—I mean, to the utmost.

1 Bn: That's a gasser. (*Pauses.*) Say, Alvin, do you dig that insurance jazz?

2 Bn: I'm suspended! . . . Well, I think I'll blow this firetrap. (*He gets halfway to the door.*)

1 Bn: Where you slipping to, Clyde?

2 Bn: Dad, I'm going to get some security. (*He proceeds to doorway.*)

1 Bn: Don't panic! . . . Wait for me and I'll walk with you—I still have to do my breathing exercises for today.

CURTAIN



## SHORTHAND CORNER

RICHARD A. HOFFMANN

PLACER JOINT UNION HIGH SCHOOL, AUBURN, CALIF.

Maybe it doesn't happen in your school, but it does in ours. You pick up the morning bulletin and find that during the last half of the third period or the first half of the fourth there will be an assembly, a short rally, or something else that will take your class away for part of the period. What do you do with the time that is left? Your class would probably be happy just sitting it out; but we should have something tucked away for such occasions.

Here are a few of the activities I use at such times:

- Give the theory test from *Business Teacher*. It can be transcribed immediately if there is time, or later. (This review won't hurt your second-year classes—you might be surprised at the results.)

- Dictate brief forms for immediate or later transcription.

- Dictate the excellent recall chart at the end of the text.

- Dictate a hundred words from the transcription text, perhaps picked from the five previously reviewed lessons.

If this "lost" time takes place during the transcription period, you might

- Give several one-minute transcription writes from *Today's Secretary* (the material corresponding to the Competent Typing Tests or the Flash Readings).

- Have the class do transcription writes from letters in the text. (I check the number of words and determine the rate we should try for. For a 114-word letter, for example, we would try to transcribe it in 4 minutes (28 wpm), then in 3 minutes (39 wpm), back to 3½ minutes, then up to 2 minutes.

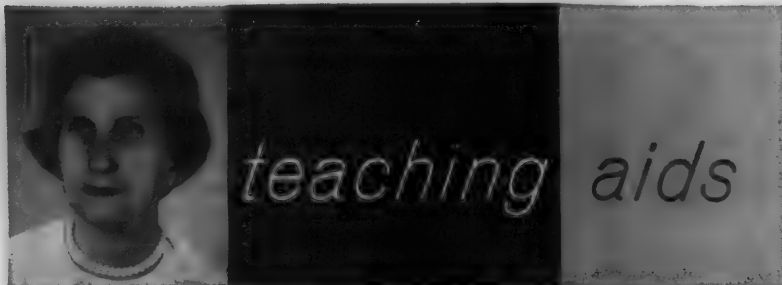
Whatever activity you assign, it should be something involving movement or speed. When the class is just reading or writing on its own there is a lot of inattention and fidgeting.

Some years ago, when I was in one of Madeline Strony's workshops, I mentioned how we handled the awards program at our school. She has reminded me of it almost every time we have met since. Although I did not think it anything special, she seemingly did. The idea might be helpful to you, too.

At the end of the school year, we have two award assemblies: one for the whole school and one for graduating seniors. We have gotten the business education department included on the programs. We now present shorthand and typing awards, pins, and certificates at these assemblies, bringing favorable attention to our department.

In addition, several scholarships are awarded to graduates of our department, and these are announced at the assemblies too. The local Business and Professional Women's Club awards one of these scholarships. Another, for \$50, is donated by a former secretary of the Board of Trustees in appreciation for the work our department did for her. The Bank of America provides a wonderful award program, and we have been lucky to have many of our girls qualify for savings bonds, gold cups, and, more important, beginning jobs in branches of the bank. This is an extensive and valuable program. For information about it, you or a banker in your community may write to John H. Becker, Schools Relations Office, Bank of America, 300 Montgomery Street, San Francisco, California.

I have my students write the OGA contest copy once at home and at least once at the beginning of each period. I keep the papers for a week and then return them and have the students pick out their best effort, discard the others, and start over again. In checking them, if I find more than two poorly executed outlines, I don't bother to check further; more practice is needed. Why not try this yourself?



JANE F. WHITE CENTRAL WASHINGTON COLLEGE OF EDUCATION, ELLENSBURG

**Occupational outlook.** For a list of 89 career pamphlets on different fields of work, write to the U. S. Department of Labor, Bureau of Labor Statistics, Washington 25, D.C.

**New York careers.** A guide for college women who want to work in New York is called *Futures*. Some of the articles in the book are: "What Do You Really Make?", "Retailing, a Top-Ranking Occupation for Women," "New Patterns in Women's Lives," "Employment Agencies." It is available for \$1 from the Alumnae Advisory Center, Inc., 541 Madison Avenue, New York 22, N.Y.

**Artytyping.** For information about the National Association of Artytypists, sources of artistic typing materials, and membership application blanks (dues are \$1 a year), write to Wilma Dieckman, National Association of Artytypists, Box 56, Keyesport, Ill.

**Retail letter.** *Retail Hi-Points* is a free quarterly newsletter containing timely information on retailing problems. It is published by the Mohawk Valley Technical Institute, Utica, N.Y.

**Teacher appraisal.** A scale that serves as an anonymous device that allows the instructor to see how he appears through the eyes of his students has been developed by Dr. Howard Wilson. Based on a nation-wide survey of college students, it is also available in a Junior Edition for use in junior and senior high schools. This Junior Edition costs \$1.50 for 50 copies. Also available is a teacher's self-appraisal scale, a 16-page booklet checklist that allows the instructor to appraise himself and costs 50 cents. For further information and a complete list of this company's materials, write to Administrative Research Associates, Box 1160, Chicago 90, Ill.

**Economic chart.** A recent chart, *U. S. in the World Economy*, is one of the many teaching aids available from the Twentieth Century Fund. The chart is free for a single copy, one cent apiece in quantity. Write for their publications catalog that describes the books, films, filmstrips, and other materials published by the Fund. The address of the Twentieth Century Fund is 41 East 70 Street, New York 21, N.Y.

**Bulletin service.** Vision, Inc., offers industry, office, and sales bulletin programs. The material is relatively expensive, but well worth the investment in the program that interests you. The office program, for example, includes five bulletins issued twice monthly. *Just Between Office Girls* is a recent one and is full of office tips, short cuts, and practices to ensure a better job. Write for detailed information to Vision, Inc., 635 Madison Avenue, New York 22, N.Y.

**Stenographers' manual.** *English Manual for North American Van Lines Stenographers* was compiled by Sylvia Bowman of Indiana University. It does not try to cover everything but reviews "only the most frequently violated rules governing punctuation, grammar, and capitalization." You may obtain a free copy by writing to Thomas Harris, Director of Personnel, North American Van Lines, Fort Wayne, Ind.

**Distributive education.** An excellent guide for distributive education teacher-trainers and teachers is *Effective DE Practices*. It provides a picture

(Continued on opposite page)

## SHORTHAND TOOLS

(Continued from page 19)

you desire. Let's take an example.

Suppose that you are anxious to dictate at various rates some material that is marked specifically for dictation at 120 words a minute. The first step is to determine the standard word count to use in the formula. This is easy. Since all material of this type is marked for 15-second dictation intervals, and since there are four 15-second intervals to a minute, all you need do is divide the specified rate by 4 to get the standard word count. In the case of 120 wam material, the standard word count is 30. If you wish to dictate the 120 material at 90, compute it as follows:

$$\frac{\text{Standard Word Count}}{\text{Desired Rate}} \times 60 \text{ sec.} = \text{seconds for group}$$

$$\frac{30}{90} \times 60 = 20 \text{ seconds}$$

Other rates are figured the same way; simply substitute your rate and the standard word count in the formula and complete the arithmetic.

In figuring the standard word count of material marked specifically for dictation at 50, 70, 90 and 110, dividing by 4 results in a mixed number. For example, 50 divided by 4 equals 12½ standard words. In these cases, the arithmetic is easier if you divide by 2 instead of 4 (in effect, using twice the standard word count in the formula) and dividing your result of the formula by 2.

Yes, there is a wealth of dictation material counted for specific rates of dictation. But you will want to build skill with any material you use, starting at the specified rate perhaps, or slower, and pushing the rate as high as is appropriate for your students. Armed with an understanding of the word counts and the easy formula, you can wind your stopwatch and build skill at all rates with every letter in *Business Teacher* or *Progressive Dictation*. You'll be doing a job you know how to do; and you'll be beautiful doing it!

## Tapes and Records

Tape recordings and records should also occupy a place of importance among your teaching tools. You must learn to use them wisely and correctly.

Tapes and records should never be used as your replacement; they were never meant to be substitutes for you. They supplement you; they ex-



tend your range of capability; they multiply indefinitely the number of times you can give your students skill-building opportunities.

There are two sources of tapes and records for use in your class: You can buy professionally recorded materials or you can make your own. There is much to be said for purchasing the commercial variety, but, on the other hand, it's easy to defend the do-it-yourself kind.

Whichever you use, there are several things to remember about these assistants in the classroom.

Tapes and records don't get tired at the end of the fourth period. They don't get bored with the repetition that is involved in teaching your three classes of first semester shorthand each day. Tapes and records bear no grudges. They have no ups and downs emotionally; they aren't enthusiastic in the morning and irritated in the afternoon.

On the other hand, tapes and records don't smile either. Your shorthand students need the human warmth that only you can give. If your tapes won't be impatient with your students, remember also that they won't cheer or encourage them; it will be a long time before we will be able to record a substitute for affection. In addition, overworking and misusing these power tools of instruction can reduce you to a mere twister of knobs.

There is no doubt, however, that tapes and records are powerful aids. I wouldn't want to teach shorthand without them. You must not, however, expect them to do what they cannot. Teaching shorthand involves you in two kinds of activities: practice activities and teaching activities. Your students must learn to read and write shorthand, and to do so much of their work must be pure practice. Tapes and records can assist you admirably in motivating and directing this phase of your work. But your students must also learn how to learn shorthand. This is your teaching activity. You must teach your students how to teach themselves; you must help them learn how to learn. You must show them how to move from guided learning to learning and growing in ability by themselves. Only you can do this through precise manipulation of each of the tools of your trade, from text to stop watch to the magic plastic tapes. Learn to use each skillfully and you'll be beautiful doing it.

## more teaching aids

(Continued from opposite page)

of the magnitude of distributive education operations and should aid in the development of distributive education programs. Requests for copies should be sent to Kenneth M. Pfeiffer, State Supervisor of Distributive Education, Department of Public Instruction, Harrisburg, Pa.

**Conducting meetings.** A useful guide and checklist containing numerous ideas that have proved helpful and have contributed to many successful meetings is *Suggestions on How to Hold Effective Meetings*. This booklet may be obtained from Mobilehome Dealers National Association, 39 South LaSalle Street, Chicago 3, Ill., for 50 cents.

**English aids.** A list of teaching aids including bulletin board materials, pictures, charts, maps, films and filmstrips, recordings, tests, magazines, and book lists is called *Teaching Aids in the English Language Arts* (An Annotated and Critical List). The price is \$1 from The National Council of Teachers of English, 704 South Sixth Street, Champaign, Ill. Ask also for their free catalog, "Tools for Teaching English."

**Shorthand recordings.** The Business Education Library is a series of tapes prepared under the supervision of Philip S. Pepe designed for use in high school and college shorthand classrooms. Five one-hour tapes in two units are currently available: "Office Style Dictation Tapes" and "Step-Plan Dictation Tapes." A third unit, "Real Office Dictation Tapes," featuring actual businessmen in various industries dictating in their own offices, is in preparation. A teachers manual accompanies the tapes. Single tapes are \$6.75, any three tapes \$18, and the complete set of five tapes, \$30. A free sample tape (No. SB-20) is available on request to EMC Recordings Corp., 806 East Seventh Street, St. Paul 6, Minn.

**Office practice.** *Increasing Office Efficiency* has a wealth of information for you and your students for improving office efficiency. Topics discussed include "Cutting the Cost of Office Forms," "Improve Your Office Layout," "Getting Along with Fewer Employees," "Work Simplification," "Efficient Subject Files," "Timetable for Training," "Cut the Cost of Mailing." Send 35 cents to Vision, Inc., 635 Madison Avenue, New York 22, N.Y.

**Tapes catalog.** A 23-page booklet, *Educational Tape Recordings for the Classroom*, is a list of recordings endorsed by the Los Angeles County Board of Education. The 1200 titles in various subjects are grouped by grade levels. The two subject areas of interest to business teachers are social studies and vocational guidance. The catalog, as well as any of the tapes listed, are available from Magnetic Tape Duplicators, 7925 Santa Monica Boulevard, Hollywood 46, Calif. Price of the catalog is 50 cents.

**Monographs.** Five new monographs, *Does Business Education in High Schools Meet the Needs of Business* (99), *The Business Curriculum* (100), *Production Typewriting* (97), *Digital Computing Systems in Business and Schools of Business* (C-7), and *Business Education for Adults in the Junior College* (C-5), are available free from South-Western Publishing Co., 5101 Madison Road, Cincinnati 27, Ohio. Ask also for their "Service Guide for High School Business Teachers," listing this company's services.

**Dictation records.** These long-playing records contain 22½ minutes of straight dictation on each side. They are playable on any standard 33½ rpm turntable with use of a disc adapter (\$1.95) to cut the turning speed in half. The first series of 20 records covers speeds from 60 to 250 wpm in 10-wpm steps. The records are \$2.50 each. Write to Herman Miller, 2601 West Olympic Boulevard, Los Angeles 6, Calif.

**Mathematics.** *Mathematics and Your Career* is a recently revised pamphlet telling what mathematics training is required for various occupations. It is published by the U.S. Department of Labor, Bureau of Labor Statistics, Washington 25, D.C.



HELEN M. GREEN MICHIGAN STATE UNIVERSITY, EAST LANSING

**"The law of spiritual economics"**—that was an unusual phrase our minister used this morning. I could hardly keep my mind on the rest of the sermon, so struck was I by the realization that there is a counterpart law for teaching. "The law of spiritual economics seems paradoxical at first," said the minister, "for, simply stated, it is this: *The more one gives of his spirit, the more he possesses of it.* One grows in this business of being a person, of becoming a dynamic personality, a dedicated self, through giving of that self. The more he gives of himself, the more he grows, and the more he continues to have to give. Spiritual stagnation sets in when one ceases to give of himself. It is the giving of the spirit that produces its growth."

"Why, there's a *law of teaching economics* that works like that, too," I thought—almost out loud, apparently. For Pen, my junior-in-college daughter sitting on my left, and Jen, her twin sister on my right, gave me identical elbow nudges at exactly the same moment. (Incidentally, like all parents who have been nudged into propriety all during their off-spring's teen-age years, I'm sure I have slight but permanent indentations beneath both my side seams.) But the realization that there is a law of teaching economics that parallels the law of spiritual economics was worth getting nudged for—on both sides even! For the law of teaching economics is the logical answer to why some teachers can *grow* so much professionally and still have enough of themselves left over to do a better job in their classrooms than their less busy, "I-can't-spread-myself-thin-and-do-justice-to-my-teaching" colleagues.

**This is not telling the professional teachers** anything they didn't know before. Any teacher who has felt himself grow professionally knows that his teaching has improved as a result. His teaching becomes easier and better because *he has more to give to teaching.* Giving of himself professionally motivates him, stimulates him, and sometimes almost catapults him into becoming a better teacher. He has new ideas, new vision! He has also a new *need* to organize his time better, to teach better, because he is giving of himself in additional areas and ways that are as much a part of the professional teacher's life as are his classroom duties.

*The law of teaching economics*, though it tells him nothing new, shores up the professional teacher's inner conviction that he has become a better teacher, that he has *more to give his students* through his own professional growth. The law reassures him of this.

*The law of teaching economics* explains, too, why the old "If you want something done professionally, give it to a busy teacher" is true. The busy teacher gives of himself and grows in the giving. He can get the job done because he has more to give—more of himself to work with.

*The law of teaching economics* might even disturb a little those non-professional teachers who have never sensed this paradoxical growth process—the ones who say, "Well, I'm not going to neglect *my* teaching! You can't tell me that anybody who runs around to meetings, serves on committees, becomes an officer, does research, or writes for publication can do the *same* job of teaching that he did before he got involved in such things!" (Oh, they're right about that! The professional teacher is doing a *much* better job—for, in giving of himself, he has grown.)

*The law of teaching economics*, simply stated, ought to be in every methods book and every teacher's heart: "The more one gives to teaching (in all its phases), the more one has to give."

(P.S. Speaking of giving—it's that season! Merry Christmas to all!)

## CALCULATING MACHINES

(Continued from page 13)

er demonstrations of new techniques and shortcut methods would be a must.

- The "drill" portion of each lesson is that time devoted to skill development—utilization of theory and of new operating techniques, with the accent on both speed and accuracy. Timed assignments should be given for practice, with stress on proper techniques and accurate solutions.

- The "skill measurement" section of each lesson should be the last phase of the daily training. Several timed assignments should be given, graded, and recorded.

### Grading by the CKPM System

A very effective measuring device for adding and calculating machines instruction is the "Correct Keys per Minute" (CKPM) system. This device is simple for the teacher to use and it permits the student to recognize his daily skill development progress. Daily high scores for each student should be recorded on a progress chart.

CKPM is arrived at by dividing the total number of correct digits by the time allocated for the assignment. Incorrect answers result in a loss of total digits for a particular problem. When the problems vary in total number of digits, an "average" value can be pre-assigned the problems.

This system of grading encourages the development of proficiency scales that can be used for determination of letter grades. A scale based on average CKPM on four basic machines and the four mathematical processes for one term of instruction might be:

CKPM	Grade
60 or more	A
50-59	B
40-49	C
30-39	D

The teacher can make up a series of standardized tests using the CKPM approach. If a blank answer sheet is used, these tests can be given several times during the skill-measurement phase of training. The digit count can be printed on the tests or announced by the teacher at the time the test is given. Writing the value of each correct answer on the board, along with the time allowed, is helpful.

Business educators have a challenge—to prepare young men and women for their unique opportunities in this electronic age.

# Professional Report

## NEWS SPOTLIGHT

### Parents still pay

... the major share of college expenses for their children, a study by the University of Michigan shows. The study estimates that the average annual expense of unmarried students in 1959-60 was about \$1,550. Of this amount, about \$950 comes from parents, \$360 from student earnings, \$130 from scholarships, and \$110 from other sources. Over half of the nation's college students now earn part of their expenses and three out of four students receive no scholarship support of any consequence, the study found. The full report, which also covers family planning for college and parental expectations of their children's attending college, is available for \$3 from the University of Michigan Survey Research Center, Ann Arbor, Michigan.

### The consumer

... has long been the forgotten man according to Colston E. Warne, president of Consumers Union. Dr. Warne, who teaches economics at Amherst College, favors a government department to protect the interest of the consumer. A federal Department of Consumer Affairs, he says, would also be able to protect companies who tell the truth about their products from competitors who make over-exuberant claims. Dr. Warne made these comments in New York University's economics magazine, Challenge.

### Educational television

... may become a mass operation succeeding only in making all children alike, John H. Fischer, dean of Teachers College, Columbia University, warns. Vast airborne projects now planned will be just "educational crop dusting" unless we carefully limit mass teaching to "fact subjects"; subjects that require individual judgments and values are not suited to TV lessons, he said.

### Teaching Opportunities Abroad

... is the title of a publication by Hill International Publications, P. O. Box 26, Massapequa Park, New York. The booklet lists 36 addresses of governmental and private employers of teachers abroad, with brief descriptions of requirements. A companion publication, "Guide to Employment Abroad," is a selected list of companies and government organizations requiring clerical and administrative personnel. They are available from the publishers at \$1 for both.

## PEOPLE

• Perry Singer, a Gregg traveler for 30 years before his retirement in 1955, was presented an award for having "made an outstanding contribution to business education" by



PERRY SINGER

the Minnesota Business Education Association. Mr. Singer is currently on the teaching staff of Minneapolis Business College.

• James Gemmell, formerly chairman of the business education department at Pennsylvania State University, has been named president of Clarion State College in Pennsylvania.



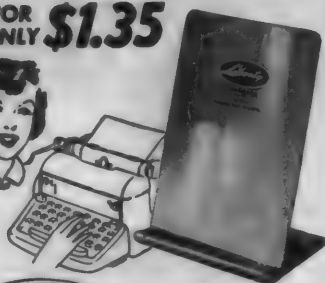
JAMES GEMMELL

He is the second business educator to be appointed president of one of Pennsylvania's state colleges, the first being Harvey A. Andruss of Bloomsburg State College.

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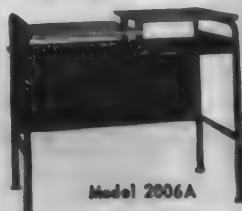
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## GROUPS

• The National Business Teachers Association will hold its sixty-third annual convention at the Palmer House in Chicago on December 27, 28, and 29. The convention theme is "Business Education—Vital to the National Welfare."

In addition to the program listed below, an office practice workshop will be held concurrently with the meetings. The workshop, under Doris Crank, Illinois Normal University, is open only to those who registered for it by November 1.

Here is the program for the convention and a list of the participants in the individual sessions:

### Tuesday, December 27

2:00-4:00 p.m.—DEPARTMENT MEETINGS:

**COLLEGE.** *Liaison officer:* Mildred Hillestad. *Chairman:* Don Jester, Los Angeles State College. *Vice-chairman:* Robert Hoskinson, Washington State University, Pullman. *Secretary:* Jane Lahey, Eastern Illinois University, Charleston. *Theme:* "Business Education for National Welfare — Vital or Theoretical?" *Speaker:* M. Herbert Freeman, Montclair (N.J.) State College. *Topic:* "What We Say and What We Do in Training Teachers." *Panel:* John E. Binnion, University of Denver; Gilbert Kahn, East Side High School, Newark, N.J.; Milton C. Olson, State University of New York, Albany.

**PRIVATE SCHOOLS.** *Liaison officer:* Olive Farmer. *Chairman:* Frank Harwood, Massey Business College, Birmingham, Ala. *Vice-chairman:* Paul Pair, Pair Schools, Chicago. *Secretary:* Robert Kirkpatrick, King's Business College, Charlotte, N.C. (Program to be announced.)

**SECONDARY SCHOOLS.** *Liaison officer:* Henriette Muller. *Chairman:* Mary Witherow, St. Louis Public Schools. *Vice-chairman:* Alice C. Green, Wright Junior College, Chicago. *Secretary:* Paul Hammer, Shaw High School, East Cleveland, Ohio. *Topic:* "The Modern Business Education Curriculum and Realistic Standards." *Speakers:* Cleo P. Casady and William J. Masson, both of the State University of Iowa, Iowa City.

4:00-5:00 p.m.—COFFEE HOUR.

8:00 p.m.—FIRST GENERAL ASSEMBLY. *Presiding:* Enos C. Perry, NBTA President. *Speaker:* Herbert V. Prochnow, First National Bank, Chicago. *Topic:* "Problems of American Foreign Policy."

9:30 p.m.-12:30 a.m.—INFORMAL RECEPTION AND DANCE.

### Wednesday, December 28

9:00-11:00 a.m. — ROUNDTABLE SESSIONS:

**ADMINISTRATORS AND DEPARTMENT HEADS.** *Liaison officer:* John Roman. *Chairman:* Russell N. Cansler, Northwestern University, Evanston, Ill. *Vice-chairman:* Kennard Goodman, West High School, Cleveland. *Secretary:* Charles Reigel, University of Cincinnati. *Topic:* "Business Education—Vital to American Business." *Panel:* Gordon Bradt, Continental Illinois National Bank and Trust Co.; Kenneth Graves, Whizz Office Service; Robert F. Kozelka, Illinois Board of Vocational Education; Ralph Seaman, American Hospital Supply Corp.

**BASIC BUSINESS.** *Liaison officer:* Helen M. Hyry. *Chairman:* Frank Hoffman, Mason City (Iowa) Junior College. *Vice-chairman:* Floyd Crank, University of Illinois, Urbana. *Secretary:* Marion Clark, University of Minnesota, Minneapolis. *Theme:* "Economic Understanding—Vital to the National Welfare." *Topic:* "The Teacher Know-How and Know-Why of Economic Understanding." *Speakers:* F. Kendrick Bangs, University of Colorado, Boulder; Bernadine Meyer, Duquesne University, Pittsburgh, Pa. *Discussants:* Agnes Lebeda, Iowa State Teachers College, Cedar Falls; Ray G. Price, University of Minnesota, Minneapolis; Ted Boduch, Morton West High School, Berwyn, Ill.; Floyd Crank, University of Illinois, Urbana; Gladys Bahr, New Trier Township High School, Winnetka, Ill.; Ramon Heimerl, Colorado State College, Greeley.

**OFFICE MACHINES.** *Chairman:* Robert Addison, Whitehall-Yearling High School, Columbus, Ohio. *Vice-chairman:* David Goodman, Ferris Institute, Big Rapids, Mich. *Secretary:* Virginia Anderson, Evansville (Ind.) College. *Topic:* "Vocational Careers for the Automated Office." *Panel:* Robert Scudder, Standard Register Co.; Mary C. Richey, IBM; Robert D. Balthaser, Ohio State Supervisor of Business Education.

**PRIVATE SCHOOLS INSTRUCTORS.** *Liaison officer:* T. B. Wessells. *Chairman:* Gordon C. Borchardt, McCormack College, Chicago. *Vice-chairman:* Carl B. Moss, King's Business College, Charlotte, N.C. *Secretary:* Joe Kautz, Madison (Wis.) Business College.

2:00-4:00 p.m. — ROUNDTABLE SESSIONS:

**BOOKKEEPING AND ACCOUNTING.** *Liaison officer:* F. Wayne House. *Chairman:* Allan E. Barron, Roosevelt

BUSINESS EDUCATION WORLD



High School, Wyandotte, Mich. *Vice-chairman:* Harry Huffman, Virginia Polytechnic Institute, Blacksburg. *Secretary:* Daryl Knepper, Lakewood High School, Cleveland, Ohio. *Theme:* "Automation and Bookkeeping". *Speaker:* Arthur E. Carlson, Washington University, St. Louis, Mo.

**DISTRIBUTIVE EDUCATION.** *Liaison officer:* Berenice R. White. *Chairman:* Ann Lind, Detroit (Mich.) Public Schools. *Vice-chairman:* John Barton, Whitehall-Yearling High School, Columbus, Ohio. *Secretary:* Arlie Fairman, Livonia (Mich.) High School. *Topic:* "Distributive Education's Role in the National Welfare." *Moderator:* William B. Logan, Ohio State University, Columbus. *Panel members:* John A. Beaumont, U.S. Office of Education; Harry A. Applegate, DE Clubs of America; Brice Cecil, American Petroleum Institute; Robert C. Peabworth, Sears Foundation; Hugh E. Muncy, Illinois Retail Merchants Association; John T. McMahon, Harper High School, Chicago.

**PRIVATE SCHOOL OWNERS AND REGISTRARS.** *Liaison officer:* Jay H. Gates. *Chairman:* Henry Petryk, Metropolitan Business School, Chicago. *Vice-chairman:* Louise Grooms, Detroit (Mich.) Institute of Commerce. *Secretary:* Maurice Baldwin, Saginaw (Mich.) Business Institute. *Topic:* "As Other Business Educators See Us." *Speakers:* Howard J. Nelson, Northern Illinois University, DeKalb; Vernon A. Magnesen, Elmwood Park (Ill.) High School.

**SECRETARIAL.** *Liaison officer:* Frances French. *Chairman:* Loretta R. Hoyt, formerly DePaul University, Chicago. *Vice-chairman:* Marion Wood, IBM. *Secretary:* John Peterson, University of North Dakota, Grand Forks. *Topic:* "New Developments and Procedures in Teaching Typewriting, Shorthand, and Transcription." *Speaker:* John L. Rowe, University of North Dakota, Grand Forks.

**Thursday, December 29**

8:45-9:45 a.m.—SECOND GENERAL ASSEMBLY.

10:00 a.m.-12:00 noon — PROBLEM CLINIC:

**JUNIOR HIGH SCHOOL TYPEWRITING.** *Leader:* John Tootle, Ohio State University, Columbus. *Consultant:* S. J. Wanous, University of California at Los Angeles. *Recorder:* Elma Cline, Findlay (Ohio) High School.

**HIGH SCHOOL TYPEWRITING.** *Leader:* Leonard West, Southern Illinois University, Carbondale. *Consultant:* John L. Rowe, University of North

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**COLLEGE TYPEWRITING.** *Leader:* Eldon Naffziger, Wright Junior College, Chicago. *Consultant:* T. James Crawford, Indiana University, Bloomington. *Recorder:* Lois Cross, Central Michigan College, Mt. Pleasant.

**HIGH SCHOOL ELEMENTARY SHORTHAND.** *Leader:* John Peterson, University of North Dakota, Grand Forks. *Consultant:* Ruth Anderson, North Texas State College, Denton. *Recorder:* Lorraine Missling, Nicolet High School, Milwaukee.

**HIGH SCHOOL TRANSCRIPTION.** *Leader:* Sister M. Alexius, Edgewood College, Madison, Wis. *Consultant:* Robert L. Grubbs, University of Pittsburgh (Pa.)

**COLLEGE SHORTHAND AND TRANSCRIPTION.** *Leader:* Irol W. Balsley, Louisiana Polytechnic Institute, Ruston. *Consultant:* Russell J. Hosler, University of Wisconsin, Madison. *Recorder:* Flora Stenzel, Alpena (Mich.) Junior College.

**HIGH SCHOOL CLERICAL PRACTICE.** *Leader:* Mary Brady, Southern Illinois University, Carbondale. *Consultant:* Frank Lanham, University of Michigan, Ann Arbor. *Recorder:* Mary Downen, Olney (Ill.) High School.

**HIGH SCHOOL BOOKKEEPING.** *Leader:* Henry Collins, Wisconsin State College, Whitewater. *Consultant:* J. Marshall Hanna, Ohio State University, Columbus. *Recorder:* Jane Harrigan, Senior High School, Austin, Minn.

**COLLEGE ACCOUNTING.** *Leader:* P. Lowell Chapman, Ferris State College, Big Rapids, Mich. *Consultant:* James Bower, University of Wisconsin, Madison. *Recorder:* E. A. Nash, St. Cloud (Minn.) State College.

**HIGH SCHOOL GENERAL BUSINESS.** *Leader:* Herb Jelly, University of Cincinnati (Ohio). *Consultant:* Ray Price, University of Minnesota, Minneapolis. *Recorder:* Arthur Anthony, High School, Albert Lea, Minn.

**COLLEGE INTRODUCTION TO BUSINESS.** *Leader:* Lewis Toll, Illinois Normal University, Normal. *Recorder:* J. E. Silverthorn, Oklahoma State University, Stillwater.

**PLANNING ADEQUATE PHYSICAL FACILITIES.** *Leader:* James Giffin, Eastern Illinois University, Charleston. *Consultant:* John Binnion, Denver (Colo.) University. *Recorder:* Edith Sidney, Business Education Supervisor, Chicago.

**DISTRIBUTIVE EDUCATION.** Ralph Mason, University of Illinois, Urbana. *Consultant:* Peter Haines, Michigan

State University, East Lansing. *Recorder:* Vernon Swenson, Wisconsin State Department of Vocational Education.

**ADULT BUSINESS EDUCATION.** *Leader:* Dale Johansen, Iowa State Teachers College, Cedar Falls. *Consultant:* Harry Bauernfeind, Southern Illinois University, Carbondale. *Recorder:* Jack Banerdt, Vocational School, Kenosha, Wis.

**PROMOTIONAL PROBLEMS IN PRIVATE BUSINESS SCHOOLS.** *Leader:* Hugh Barnes, Barnes School of Business, Denver, Colo. *Consultant:* Milo Kirkpatrick, King's Business College, Charlotte, N.C. *Recorder:* A. C. Heamann, Jackson (Mich.) Business College.

**TEACHING PROBLEMS IN PRIVATE BUSINESS SCHOOLS.** *Leader:* Louise Grooms, Detroit (Mich.) Institute of Commerce. *Consultant:* Paul Pair, Pair Secretarial School, Chicago. *Recorder:* Arlene Bunch, Midstate College of Commerce, Peoria, Ill.

**STUDENT TEACHING.** *Leader:* Dorothy Travis, Central High School, Grand Forks, N.D. *Consultant:* Robert Hoskinson, Washington State University, Pullman. *Recorder:* Fred Cook, Wayne State University, Detroit, Mich.

**FIRST YEAR TEACHERS.** *Leader:* Joyce Verthein, Monona Grove High School, Madison, Wis. *Consultant:* Robert P. Bell, Ball State Teachers College, Muncie, Ind. *Recorder:* Wilmer Maedke, Northern Illinois University, DeKalb.

**OFFICE MANAGEMENT.** *Leader:* Russell Consler, Northwestern University, Evanston, Ill. *Consultant:* Leo Niemi, Western Michigan University, Kalamazoo. *Recorder:* Martha Hill, Ball State Teachers College, Muncie, Ind.

**PROPER ATTITUDES FOR YOUNG OFFICE WORKERS.** *Leader:* Mearl Guthrie, Bowling Green (Ohio) University. *Consultant:* James Stewart, A & T College, Greensboro, N.C. *Recorder:* Dorothy Grovon, Wisconsin State College, Superior.

**NATURE AND SCOPE OF BUSINESS EDUCATION IN THE SECONDARY SCHOOLS.** *Leader:* John Frakes, Director of Business Education, Cleveland, Ohio. *Consultant:* Elvin Eyster, Indiana University, Bloomington. *Recorder:* Jeanne Reed, High School of Commerce, Detroit.

2:00-4:00 p.m.—**PROBLEM CLINIC** (repeat of morning program)

6:00 p.m.—**ANNUAL BANQUET.** *Presiding:* Enos C. Perry. *Speaker:* Andrew D. Holt, president of the University of Tennessee, Knoxville. *Topic:* "How to Be A Cobalt Bomb."

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